C81

U.S. Department of Justice
National Institute of Corrections

SELECTED BIBLIOGRAPHY

Correctional Staff Development and Training

NEWARK PUBLIC LIBRARY

OCT 7 1980

U. S. GOVT. PUBS.
DEPOSITORY 376

a publication of the National Institute of Justice

J28.11

CORRECTIONAL STAFF DEVELOPMENT AND TRAINING

A Selected Bibliography

compiled by
W. Donald Pointer
Senior Corrections Specialist
•
Marjorie Kravitz
Supervising Editor

National Criminal Justice Reference Service

July 1980

U.S. Department of Justice
National Institute of Corrections
National Institute of Justice

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

READEX

National Institute of Corrections
Allen F. Breed
Director

Prepared for the National Institute of Corrections and the National Institute of Justice, U.S. Department of Justice, by Aspen Systems Corp., under contract number J-LEAA-023-77. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice. Research on this project was completed in March 1980.

A limited number of paper and microfiche copies of this publication are distributed by the National Criminal Justice Reference Service. When requesting this document, please use the following identification number: NCJ 66147.

TABLE OF CONTENTS

Introduction v
Acknowledgment vii
How To Obtain These Documents ix
Institutional Personnel Training 3
    Audiovisual Material 27
Probation and Parole Officer Training 31
    Audiovisual Material 41
Supervisory and Management Training 43
Specialized Training Programs 47
Training Program Evaluations 51
Higher Education Programs 61
Subject Index 67
Author Index 71
Title Index 73

INTRODUCTION

Staff training is vital to the delivery of meaningful services and essential to the achievement of agency or organizational goals in corrections. Whether the correctional services are delivered in the community or in an institution, the preparation of staff for their initial contact and work with offenders is a primary concern of correctional administrators.

New staff members must gain new skills and acquire new knowledge quickly to be effective in a work setting that is both difficult and unfamiliar. An organized preservice program develops personnel capabilities for effecting changes in the attitudes and behavior of offenders as well as in protecting the safety of the public.

Inservice training is another important aspect of corrections training. Programs that provide for staff development prepare line officers to meet changing needs and serve an important function in career development.

Corrections today is confronted by the pressures of an unprecedented growth in the offender population and the workload of correctional agencies. Overcrowding of institutions and larger caseloads are creating greater tension and job-related stress. These pressures are growing at a time of shrinking resources, the result of public demand for tax relief and control of government spending. Further complicating the correctional work environment is the growing public and professional uncertainty about the basic purposes of corrections. The rapidly changing concepts concerning the role of corrections in controlling crime have intensified the debate about society's goals in corrections: punishment versus treatment. These conflicting views, which have troubled corrections for the past century, are now intensified by research findings that question both approaches and conclude that "nothing works."[1]

Training cannot resolve the major philosophical and public policy issues facing corrections. It can, however, provide for continued professional growth. Training can help staff learn the skills and concepts required by changes in goals, procedures, and higher level responsibilities. Training also provides a frame of reference and relief from stress created by uncertainties about staff responsibilities and public policy.

Training should be viewed as a problem-solving process. It can be used to identify and resolve job-related sources of friction and uneasiness. Organization change, job performance, conduct of workers, and policies and practices are also effected by training. Personnel training also provides an opportunity to explore new and different approaches and techniques. Modern training encourages personnel to question, to probe, and to consider various alternatives. Increasingly training programs are using an interfunctional approach which brings together workers from different parts of the correctional system and, in some instances, from the other subsystems of criminal justice. The current trend is for training programs to involve a mixture of persons with different ranks within an organization. Such approaches use the varying training perspectives and views of line staff, supervisors, and administrators to resolve staff conflicts and organizational problems.

Organized training is a rapidly changing phenomenon in the correctional field. A national survey by the National Council on Crime and Delinquency in 1965 found that more than half of the responding agencies had no organized training programs at all.[2]

Five years later, surveys conducted by the Joint Commission on Correctional Manpower and Training revealed a similar pattern. Less than 14 percent of any class of correctional workers were participating in an inservice training program at that time. Most agencies offered no training beyond initial orientation and many had no training at all. Only 19 percent of adult correctional agencies had any full-time staff assigned to training.[3] A decade later in 1975, a National Manpower Survey conducted by the National Planning Association found that training in adult corrections had become fairly extensive.[4] Only 3 percent of the agencies provided no entry level training and only 15 percent provided no inservice training. In probation and parole agencies, 20 percent provided no training, 22 percent provided only inservice training, and both types of training were provided by about 50 percent of the agencies. The quantity and quality of correctional training programs are directly attributable to the capacity of institutions to support such programs. These dramatic changes reflect the infusion of funds from the Law Enforcement Assistance Administration and the National Institute of Corrections.

---

[1] Martinson, Robert. "What Works—Questions and Answers About Prison Reform," *The Public Interest*, **35** (1974): 24-54.

[2] Piven, Herman and Abraham Alcabes. "Education, Training and Manpower in Corrections and Law Enforcement," *Sourcebook II, Inservice Training* (Washington: U.S. Department of Health, Education, and Welfare, 1966) pp. 3, 139.

Another factor contributing to the significant change in correctional personnel training is the development and implementation of national and professional standards. Correctional managers now have to meet standards and guidelines for a broad spectrum of services, and training is often an essential element in preparing staff to meet mandated or suggested standards.[5]

This bibliography describes personnel training in adult corrections, both institutional and field service. The citations are presented in chapters, but the reader is encouraged to refer to all sections since there is a certain amount of overlap in materials describing specific types of training.

- **Institutional Personnel Training.** These documents describe the rationale, approaches, and techniques used in correctional training. Training guides, programs, curriculums, and audiovisual materials are also included.
- **Probation and Parole Officer Training.** This section includes publications that describe the development of training programs, the use of paraprofessionals and volunteers, and the training needs of probation and parole officers. Lesson plans, training guides, and audiovisual materials are also cited.
- **Supervisory and Management Training.** Advanced training for both institutional and field service correctional administrators, including regional and state plans, is addressed in this section.
- **Specialized Training.** Inservice training programs for special problem areas: conflict intervention, psychological and emotional problems, narcotic addicts, and civil rights awareness.
- **Training Program Evaluations.** Publications in this section assess the effectiveness of local and State programs, various training skills and approaches, and training program designs.
- **Higher Education Programs.** Regional approaches and the growing role of community colleges are among recent developments in higher education for correctional officers.

All the citations have been selected from the data base of the National Criminal Justice Reference Service. Information about how to obtain the documents cited is presented on page ix.

---

[3] Joint Commission on Correctional Manpower and Training, *A Time To Act* (Final Report). (Washington, October 1969) p. 51.

[4] U.S. Department of Justice, Law Enforcement Assistance Administration, National Institute of Law Enforcement and Criminal Justice. *The National Manpower Survey of the Criminal Justice System, Vol. 3 – Corrections*. (Washington, 1978) pp. 133-136.

[5] U.S. Department of Justice, National Institute of Law Enforcement and Criminal Justice, National Criminal Justice Reference Service. *Standards of Care in Adult and Juvenile Correctional Institutions* (Washington, 1979).

ACKNOWLEDGMENT

A number of people have contributed to this publication and I would like to express my gratitude to them. Jess Maghan, Director of the American Correctional Association's Correctional Law Project; John W. Sisson, Chief, Management Training Branch of the Federal Judicial Center; and William Taylor, Manager, Education and Training Division of the American Correctional Association, reviewed the draft and provided helpful comments and suggestions. Maureen Booth, NCJRS Corrections Specialist, provided search support and helpful criticism. Eileen Garry, NCJRS Document Evaluator, made extraordinary efforts to obtain recently published documents recommended for inclusion.

HOW TO OBTAIN THESE DOCUMENTS

The documents in this bibliography are part of the National Criminal Justice Reference Service (NCJRS) collection and are available to the public in the NCJRS Reading Room on weekdays between 9 a.m. and 5 p.m. The NCJRS Reading Room is located in Suite 211, 1015 20th Street, NW., Washington, DC.

For researchers who prefer to obtain personal copies, a sales source is identified whenever possible. For periodical literature, there are several potential sources of reprints: Original Article Tear Sheet Service (Institute for Scientific Information, 325 Chestnut Street, Philadelphia, PA 19106) and University Microfilms International (Article Reprint Department, 300 North Zeeb Road, Ann Arbor, MI 48106). Document availability changes over time and NCJRS cannot guarantee continued availability from publishers and distributors.

In addition to the following frequently cited sources, many of the documents may be found in public and organizational libraries.

Documents From GPO

The letters "GPO" after a citation indicate that copies may be purchased from the Government Printing Office. Inquiries about availability and cost should include stock number and title and be addressed to:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Documents From NTIS

The letters "NTIS" after a citation indicate that copies may be purchased from the National Technical Information Service. Inquiries about availability and cost should include publication number and title and be addressed to:

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161

Microfiche From NCJRS

The designation "NCJRS Microfiche Program" indicates that a free microfiche copy of the document is available from NCJRS. Microfiche is a 4 x 6-inch sheet of film that contains the reduced images of up to 98 pages of text. Because the image is reduced 24 times, a microfiche reader (available at most public and academic libraries) is essential to read microfiche documents. Requests for microfiche should include the title and NCJ number and be addressed to:

NCJRS Microfiche Program
Box 6000
Rockville, MD 20850

Loan Documents From NCJRS

Most of these documents may be borrowed from the National Criminal Justice Reference Service on interlibrary loan. Documents are not loaned directly to individuals. To borrow documents from NCJRS, specify the title and NCJ number and ask your librarian to submit a standard interlibrary loan form to:

NCJRS Document Loan Program
Box 6000
Rockville, MD 20850

CORRECTIONAL STAFF DEVELOPMENT & TRAINING

INSTITUTIONAL PERSONNEL TRAINING

1. **W. T. ADAMS and L. D. TABOR. WASHINGTON—COMMUNITY RESOURCES TRAINING CENTER FOR CORRECTIONS—FINAL REPORT, SEPTEMBER 1, 1970 DECEMBER 31, 1972.** WASHINGTON DEPARTMENT OF SOCIAL AND HEALTH SERVICES, P O BOX 1788, OLYMPIA WA 98504. 103 p. 1972. **NCJ-11206**

   PROGRAM CONTENT OF STAFF TRAINING INSTITUTES AND SPECIAL SEMINARS, INCLUDING PAPERS ON MENTAL RETARDATION AND THE LAW. TOPICS OF DISCUSSION AT THE SEATTLE INSTITUTES WERE INDIAN CONCERNS, VOLUNTEERS IN CORRECTIONS, BLACK PERSPECTIVES ON CRIME AND CORRECTIONS, COMMUNITY-BASED CORRECTIONS, MENTAL RETARDATION AND THE LAW, DRUGS, CRIME, AND REHABILITATION. A LISTING OF FACULTY, STAFF, AND PARTICIPANTS, AND AN OUTLINE OF INSTITUTE DATES, LOCATIONS, NUMBER OF PARTICIPANTS, OBJECTIVES, FIELD EXPERIENCES, AND PROGRAM CONTENTS AND SUMMARY ARE PROVIDED. ALSO INCLUDED IS A LIST AND BRIEF DESCRIPTION OF COMMUNITY PLACEMENT AND SUPPORT CENTERS. ADDITIONAL MATERIAL CONCERNS A STAFF TRAINING EXPERIMENT AT PURDY TREATMENT CENTER FOR WOMEN. THIS MATERIAL FOCUSES ON THE DEVELOPMENT OF PARTICIPATORY MANAGEMENT AND A REPORT ON A THREE DAY PROJECT WHICH STUDIED THE COMMUNITY AS A SITE AND SOURCE OF CORRECTIONAL REHABILITATION. THIS PUBLICATION ALSO CONTAINS A THEORETICAL DISCUSSION OF HUMAN RELATIONS WITHIN THE ORGANIZATIONAL CLIMATE.

   Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

2. **AMERICAN CORRECTIONAL ASSOCIATION, 4321 HARTWICK ROAD, COLLEGE PARK MD 20740. CORRECTION OFFICERS TRAINING GUIDE.** 180 p. **NCJ-02189**

   A GUIDE FOR THE TRAINING OR RETRAINING OF CORRECTIONAL OFFICERS. PROVIDES AN INTRODUCTORY TEXT TO THE GOALS AND TECHNIQUES OF CUSTODIAL CARE INCLUDING BOTH SECURITY AND TREATMENT OF OFFENDERS, TO OUTLINE THE DUTIES OF A CORRECTION OFFICER AND TO EXPLAIN IN DETAIL USEFUL CUSTODIAL TECHNIQUES AND PROCEDURES. IT IS DESIGNED FOR TRAINING NEW CORRECTION WORKERS AND FOR DEVELOPING PRESENT CORRECTION OFFICERS INTO BETTER CORRECTION OFFICERS. (AUTHOR ABSTRACT)

   Availability: AMERICAN CORRECTIONAL ASSOCIATION, 4321 HARTWICK ROAD, COLLEGE PARK MD 20740.

3. **AMERICAN JUSTICE INSTITUTE, 1007 7TH STREET, SACRAMENTO CA 95814; CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814. PROJECT STAR (SYSTEM AND TRAINING ANALYSIS OF REQUIREMENTS)—ROLE TRAINING PROGRAM CASEWORKER, CORRECTIONAL WORKER.** 653 p. 1974. **NCJ-18750**

   MODULAR ROLE TRAINING PROGRAMS FOR THE CORRECTIONAL WORKER AND CASEWORKER THAT WERE DESIGNED TO DEVELOP DESIRED PERSONAL CHARACTERISTICS, ATTITUDES AND BEHAVIOR THROUGH ACTIVE PARTICIPATION IN THE LEARNING PROCESS. THE TRAINING PACKAGES ARE ORGANIZED SO THAT THERE ARE COMMON INTRODUCTORY MATERIALS FOR ALL POSITIONS, A SYSTEM TRAINING MODULE FOCUSING ON POSITION AND COMPONENT INTERRELATIONSHIPS, POSITION- OR COMPONENT-ORIENTED TRAINING MODULES, AND APPROPRIATE TEST MATERIALS. THE TRAINING MODULE FORMAT AND SUGGESTED INSTRUCTIONAL METHODS PROVIDE FOR A CORE OF CONTENT THAT REFLECTS PROJECT RESEARCH FINDINGS AND CONSIDERABLE FLEXIBILITY FOR ADAPTION TO SPECIAL AGENCY REQUIREMENTS. THE TECHNIQUES EMPLOYED IN THIS TRAINING PROGRAM INCLUDE: CASE STUDY, COMMITTEE, DEBATE, DISCUSSION, FIELD TRIP, GAME, INQUIRY, INTERVIEW, LECTURE, OPERATIONAL EXPERIENCE AND OBSERVATION, PANEL, ROLE PLAY, AND SEMINAR. TRAINING MODULES FOR CASEWORK—CORRECTIONAL WORKER INCLUDE: ASSISTING CRIMINAL JUSTICE SYSTEM AND OTHER APPROPRIATE AGENCY PERSONNEL; BUILDING RESPECT FOR LAW AND THE CRIMINAL JUSTICE SYSTEM; PROVIDING PUBLIC ASSISTANCE; SEEKING AND DISSEMINATING KNOWLEDGE AND UNDERSTANDING; AND COLLECTING, ANALYZING AND COMMUNICATING INFORMATION. OTHER MODULES ARE CONCERNED WITH: MANAGING CASES; ASSISTING PERSONAL AND SOCIAL DEVELOPMENT; DISPLAYING OBJECTIVITY AND PROFESSIONAL ETHICS; PROTECTING RIGHTS AND DIGNITY OF INDIVIDUALS; PROVIDING HUMANE TREATMENT; ENFORCING LAW IMPARTIALLY; ENFORCING LAW SITUATIONALLY; AND, MAINTAINING ORDER. FOR PROJECT STAR ROLE TRAINING PROGRAMS DEALING WITH POLICE OFFICERS, JUDGES, DEFENSE ATTORNEYS AND PROSECUTING ATTORNEYS, REFER TO NCJ-18751 AND 18749.

Supplemental Notes: ADDITIONAL GRANT NUMBERS—0883-01, 0883-02 (MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS), 550-P-18-71 (NEW JERSEY LAW ENFORCEMENT PLANNING AGENCY), 1-A1-1229 (TEXAS CRIMINAL JUSTICE COUNCIL).

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASS BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL; CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814.

4. **AMERICAN POLICE ACADEMY, 2000 P STREET, NW, WASHINGTON DC 20036. BASIC MANUAL FOR CORRECTIONAL OFFICERS.** 144 p. **NCJ-59497**

THIS BASIC MANUAL FOR CORRECTIONAL OFFICERS USED AT THE AMERICAN POLICE ACADEMY IN WASHINGTON, D.C., PRESENTS 10 LESSONS THAT DEAL WITH PROBLEMS FACED BY THE JAIL ADMINISTRATOR IN HIS DAILY ROUTINE. FOLLOWING A GENERAL OVERVIEW OF THE CORRECTIONAL OFFICER'S DUTIES, WHICH CONTAINS A BRIEF HISTORY OF THE JAIL AND THE ROLE OF THE JAILER'S JOB, A LESSON IS PRESENTED ON JAIL SECURITY. THE SUBJECTS DISCUSSED INCLUDE THE CONTROL OF FIREARMS, ESCAPE, USE OF TEAR GAS, SUPERVISION, INMATE 'SHAKE DOWNS', SEARCHING A PRISONER WHO MAY BE ARMED, TRUSTIES, CONTROL OF KEYS, COUNTS, CONTROL OF TOOLS, CELL 'SHAKE DOWNS', SECURITY FACILITIES INSPECTION, EMERGENCY PLANS, TRANSPORTING PRISONERS, AND THE RELATIONSHIP BETWEEN INMATE MORALE AND JAIL SECURITY. A THIRD LESSON CONSIDERS THE FEEDING OF PRISONERS. IT COVERS THE NUMBER OF MEALS A DAY, THE MENU, FOOD PURCHASING, FOOD STORAGE, AND THE CARE OF THE KITCHEN, KITCHEN EQUIPMENT, FOOD PREPARATION, SERVING A MEAL, TRANSPORTING HOT FOODS FROM THE KITCHEN TO THE SERVING AREA, PERSONNEL, HELPFUL BOOKS, AND THE RELATIONSHIP BETWEEN FOOD AND PRISONER MORALE. THE FOURTH LESSON EXAMINES SANITATION, HOUSEKEEPING, AND SAFETY, AND CONSIDERS SANITATION AND SAFETY SUPERVISION AND INSTRUCTION, INSPECTIONS, LIVING QUARTERS, VERMIN CONTROL, LIGHTING, VENTILATION AND TEMPERATURE, WATER AND SEWAGE, AND OTHER MEASURES TO ENSURE SANITATION AND SAFETY. ANOTHER LESSON DEALS WITH RECEIVING PRISONERS, (PROPER HANDLING OF CASH AND PROPERTY, FINGERPRINTING AND PHOTOGRAPHING, BATHING AND SEARCHING, CLOTHING, MEDICAL EXAMINATIONS, AND RECORDKEEPING ETC), WHILE YET ANOTHER DISCUSSES ALL FACETS OF DELIVERING MEDICAL AND HEALTH SERVICES TO INMATES. FINALLY LESSONS ON SUPERVISION AND DISCIPLINING OF INMATES AND THE HANDLING OF UNUSUAL AND SPECIAL PRISONERS--JUVENILES, FEMALES, DRUG ADDICTS, ALCOHOLICS, ESCAPE-MINDED INMATES, PSYCHOTICS, SEX DEVIATES, EPILEPTICS, AND DIABETICS--ARE PROVIDED. THE BOOK CLOSES WITH A DISCUSSION OF PLANT AND EQUIPMENT USE FOLLOWED BY A CONSIDERATION OF THE JAILER'S PUBLIC RESPONSIBILITY AND RELATIONSHIPS.

Availability: AMERICAN POLICE ACADEMY, 2000 P STREET, NW, WASHINGTON DC 20036.

5. **C. R. BELL. CRITERIA FOR SELECTING INSTRUCTIONAL STRATEGIES (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS,—SEE NCJ-57407).** SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 10 p. 1978. **NCJ-57410**

AN EXAMINATION OF CRITERIA FOR SELECTING INSTRUCTIONAL STRATEGIES FOR CORRECTIONAL OFFICERS CONTENDS THAT THE OPTIMUM SELECTION IS LIKELY TO BE AN INSTRUCTIONAL STRATEGY BLENDING PURISM WITH PRAGMATISM. A LEARNING STRATEGY IS THE MEANS BY WHICH AN INSTRUCTOR CAN ENHANCE THE POSSIBILITY THAT THE LEARNER WILL COMPREHEND WHAT IS BEING TAUGHT. OFTEN, THE CHOICE OF A LEARNING STRATEGY IS BASED ON EXPEDIENCE, TRADITION, OR FADDISM. HOWEVER, THERE ARE TWO APPROACHES TO SELECTION OF INSTRUCTIONAL STRATEGY IN WHICH THE CHOICE BECOMES A PART OF THE PROFESSIONAL TRAINING DESIGN. A PURIST APPROACH STRESSES SELECTION OF AN INSTRUCTIONAL STRATEGY WHICH IS BEST FOR THE LEARNER, RATHER THAN SELECTING ONLY WHAT IS POSSIBLE WHICH IS THE PRAGMATIC APPROACH. FAILURE TO USE A PURISTIC APPROACH (USING CURRICULUM-ORIENTED CRITERIA SUCH AS ORGANIZATIONAL NEED AND ENVIRONMENT, NATURE OF THE CHANGE DESIRED BY THE INSTRUCTION, AND NATURE OF THE LEARNERS) CAUSES THE TRAINING TO BE INEFFECTIVE. HOWEVER, FAILURE TO USE A PRAGMATIC APPROACH (USING SUCH RESOURCE-ORIENTED CRITERIA AS AVAILABILITY OF TRAINING MONEY AND SPACE) CAUSES THE TRAINING TO BE IMPRACTICAL. THEREFORE, A BLEND OF THESE TWO APPROACHES SHOULD RESULT IN THE SELECTION OF AN INSTRUCTIONAL STRATEGY WHICH WILL ACCOMPLISH OBJECTIVES WITHIN THE REALITY OF CONSTRAINTS AND LIMITATIONS. A CHART AND REFERENCES ARE INCLUDED.

Supplemental Notes: REPRINTED FROM TRAINING AND DEVELOPMENT JOURNAL, (OCTOBER 1977).

6. **L. N. BLUM. SOURCES OF INFLUENCE IN THE SOCIALIZATION OF CORRECTIONS WORKERS.** 198 p. 1976. **NCJ-40750**

THE PURPOSE OF THIS STUDY WAS TO ASSESS THE SOURCES OF INFLUENCE ACTIVE IN THE SOCIALIZATION OF CORRECTIONS PERSONNEL, ESPECIALLY THE WAYS IN WHICH THEY ARE PREPARED FOR CAREERS IN PRISON AND HOW THEY FUNCTION THEREIN. EMPHASIS WAS PLACED UPON THE STUDY OF THE DEVELOPMENT AND MAINTENANCE OF ROLE CONCEPTIONS, JOB-RELATED ATTITUDES, AND WORK PERFORMANCE OF CORRECTIONS WORKERS AT VARIOUS STAGES OF THEIR CAREERS. THIS SOCIALIZATION PROCESS FORMS THE OCCUPATIONAL IDENTITY THAT DETERMINES HOW THE STAFF FUNCTIONS IN THEIR WORK SETTING. BOTH EMPIRICAL AND SELF-REPORTED DATA IS USED IN ASSESSING THE SOCIALIZATION OF CORRECTIONS PERSONNEL. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: UNIVERSITY OF MICHIGAN—DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106.

7. **A. H. BLUMER. JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 1 CORRECTIONAL HISTORY AND PHILOSOPHY.** BUREAU OF PRISONS, 320 FIRST STREET, NW, WASHINGTON DC 20534; UNIVERSITY OF WISCONSIN, MADISON WI 53706. 59 p. 1973. **NCJ-17546**

PART OF A SERIES OF SIX PROGRAMMED INSTRUCTION TRAINING PAMPHLETS FOR JAIL OFFICERS, THIS VOLUME EXAMINES THE WAY CORRECTIONS HAS DEVELOPED FROM INHUMANE AND INEFFECTIVE PUNISHMENT TO RELATIVELY ENLIGHTENED CORRECTIONS. NOT ONLY ARE THE RIGHT ANSWERS DISCUSSED, BUT WRONG ANSWERS ARE EXPLAINED AS WELL. THE COURSE EMPHASIZES THAT, IN ADDITION TO THE ROUTINE TASKS WHICH OFFICERS MUST LEARN TO PERFORM IN THE JAIL, THEY MUST ALSO BE FULLY PREPARED TO SERVE AN IMPORTANT FUNCTION FOR SOCIETY AS WELL-TRAINED, RESPONSIBLE PROFESSIONALS. MUCH OF THE JAIL OFFICER'S JOB WILL DEPEND ON HIS

ABILITY TO MAKE IMPORTANT DECISIONS AND TO AVOID THE MISTAKES AND DISPROVEN BELIEFS OF THE PAST. THE COURSE MATERIAL INCLUDES DISCUSSIONS OF MISTAKES WHICH OTHER MEN AND WOMEN HAVE MADE ON THE JOB. IT IS HOPED THAT JAIL OFFICERS CAN LEARN FROM THESE THINGS AND AVOID MAKING THE SAME ERRORS. NATURALLY, THERE CAN BE NO SUBSTITUTE FOR ACTUAL ON-THE-JOB EXPERIENCE. BUT IT IS HOPED THAT BY PARTICIPATING IN THIS COURSE, JAIL OFFICERS WILL BE BETTER PREPARED TO PERFORM IN A PROFESSIONAL, COMPETENT MANNER ON THE JOB THAN IF THEY WERE REQUIRED TO LEARN ONLY 'BY DOING'. SEE ALSO NCJ-17547 TO 17551 FOR THE REST OF THE SET. SEE NCJ-01369, 05122 AND 00166 FOR RELATED MATERIALS. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 2705-00006; NCJRS MICROFICHE PROGRAM.

8. **A. H. BLUMER. JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 2—JAIL OPERATIONS.** BUREAU OF PRISONS, 320 FIRST STREET, NW, WASHINGTON DC 20534; UNIVERSITY OF WISCONSIN, MADISON WI 53706. 212 p. 1973. **NCJ-17547**

PART OF A SET OF SIX PROGRAMMED INSTRUCTION TRAINING MANUALS FOR JAIL OFFICERS, THIS VOLUME PRESENTS A NUMBER OF ESTABLISHED PROCEDURES THAT ARE NECESSARY TO FOLLOW WHEN DEALING WITH PRISONERS SAFELY AND EFFECTIVELY. SEE NCJ-17546 FOR COURSE ABSTRACT AND FOR OTHER PARTS OF THE COURSE, SEE NCJ-17548 THROUGH 17551. OTHER RELATED MATERIAL IS FOUND IN NCJ-01369, 05127, AND 00166.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 2705-00007; NCJRS MICROFICHE PROGRAM.

9. **A. H. BLUMER. JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 3—JAIL CLIMATE.** BUREAU OF PRISONS, 320 FIRST STREET, NW, WASHINGTON DC 20534; UNIVERSITY OF WISCONSIN, MADISON WI 53706. 63 p. 1973. **NCJ-17548**

PART OF A SET OF SIX PROGRAMMED INSTRUCTION TRAINING MANUALS FOR JAIL OFFICERS, THIS VOLUME DISCUSSES THE OVERALL ATMOSPHERE OF JAIL AS DETERMINED BY THE ATTITUDES AND INTER-PERSONAL RELATIONSHIPS OF JAILERS AND INMATES. SEE NCJ-17546 FOR ABSTRACT AND NCJ-17547 AND 17549 THROUGH 17551 FOR OTHER PARTS OF THE COURSE. RELATED MATERIAL IS FOUND IN NCJ-01369, 05122, AND 00166.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 2705-00008; NCJRS MICROFICHE PROGRAM.

10. **A. H. BLUMER. JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 4—SUPERVISION.** BUREAU OF PRISONS, 320 FIRST STREET, NW, WASHINGTON DC 20534; UNIVERSITY OF WISCONSIN, MADISON WI 53706. 150 p. 1973. **NCJ-17549**

PART OF A SERIES OF SIX PROGRAMMED INSTRUCTION TRAINING MANUALS FOR JAIL OFFICERS, THIS VOLUME PRESENTS THE WAYS THAT JAIL OFFICERS CAN MOST EFFECTIVELY MANAGE AND CONTROL THE ACTIVITIES AND ACTIONS OF PRISONERS IN JAIL. SEE NCJ-17546 FOR COURSE ABSTRACT. SEE NCJ-17546-48 AND 17550-51 FOR OTHER PARTS OF THE COURSE. RELATED MATERIAL IS FOUND IN NCJ-01369, 05122, AND 00166.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 2705-00009; NCJRS MICROFICHE PROGRAM.

11. **A. H. BLUMER. JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 5—DISCIPLINE.** BUREAU OF PRISONS, 320 FIRST STREET, NW, WASHINGTON DC 20534; UNIVERSITY OF WISCONSIN, MADISON WI 53706. 46 p. 1973. **NCJ-17550**

PART OF A SET OF SIX PROGRAMMED INSTRUCTION TRAINING MANUALS FOR JAIL OFFICERS, THIS VOLUME DISCUSSES WHAT IS MEANT BY DISCIPLINE AND WHAT MUST BE INVOLVED IN THE JAIL OFFICER'S DECISION TO USE DISCIPLINE TO CONTROL INMATES. SEE NCJ-17546 FOR COURSE ABSTRACT AND NCJ-17547-49 AND 17551 FOR OTHER PARTS OF THE COURSE. RELATED MATERIAL IS FOUND IN NCJ-01369, 05122, AND 00166.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 2705-00010; NCJRS MICROFICHE PROGRAM.

12. **A. H. BLUMER. JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 6—SPECIAL PRISONERS.** BUREAU OF PRISONS, 320 FIRST STREET, NW, WASHINGTON DC 20534; UNIVERSITY OF WISCONSIN, MADISON WI 53706. 61 p. 1973. **NCJ-17551**

PART OF A SET OF SIX PROGRAMMED INSTRUCTION TRAINING MANUALS FOR JAIL OFFICERS, THIS VOLUME DISCUSSES THE WAYS TO RECOGNIZE AND HANDLE THOSE WHOSE PHYSICAL DISABILITIES OR MENTAL CONDITION REQUIRE SPECIAL TREATMENT AND CARE. SEE NCJ-17546 FOR COURSE ABSTRACT AND NCJ-17547-50 FOR THE OTHER PARTS OF THE COURSE. SEE NCJ-01369, 05122, AND 00166 FOR RELATED MATERIAL.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO; NCJRS MICROFICHE PROGRAM.

13. **BOARD FOR FUNDAMENTAL EDUCATION. SCOPE (SKILLS FOR CORRECTIONAL OFFICER PROFESSIONAL EFFECTIVENESS)—EXEMPLARY PROJECT APPLICATION.** 25 p. 1974. **NCJ-17565**

A PROJECT SUMMARY AND DISCUSSIONS OF EXEMPLARY PROJECT CRITERIA SUCH AS GOAL ACHIEVEMENT, REPLICABILITY, MEASURABILITY, EFFICIENCY, AND ACCESSIBILITY OF THIS CORRECTIONAL STAFF DEVELOPMENT TRAINING PROJECT. THE PRIMARY GOAL OF SCOPE—IMPROVED PROFESSIONAL SKILLS—IS SUPPORTED BY THE ACHIEVEMENT OF THREE OBJECTIVES: AN INCREASE IN THE RETENTION RATE OF QUALIFIED, TRAINED STAFF; AN INCREASE IN THE TRAINEES' OPPORTUNITIES FOR ADVANCEMENT; AND A DECREASE IN THE NUMBER OF SERIOUS CONFRONTATIONS AMONG CORRECTIONAL STAFF AND INMATES. THE PROGRAM UTILIZES TWO METHODS OF INSTRUCTION. AUDIO-VISUAL PRESENTATIONS OF ACTUAL CORRECTIONAL SITUATIONS ARE USED TO HELP OFFICERS DISCOVER ALTERNATIVE EFFECTIVE ACTIONS, WHILE GROUP DISCUSSIONS ARE USED TO INSTILL AN UNDERSTANDING OF THE PROCESS INVOLVED IN SELECTING THE MOST EFFECTIVE ACTION FOR ANY SITUATION. A TRAINING PACKAGE CONTAINING THE FILMS AND INDIVIDUAL TRAINING KITS HAVE BEEN PRODUCED. ALSO INCLUDED IN THIS APPLICATION ARE DISCUSSIONS OF THE PROGRAM BUDGET VALIDATION, DOCUMENTATION, AND ADMINSISTRATION, AND COPIES OF DESCRIPTIVE BROCHURES AND LETTERS OF ENDORSEMENT. (AUTHOR ABSTRACT MODIFIED)

Availability: NCJRS MICROFICHE PROGRAM.

14. **D. D. BREWER. MODEL IN-SERVICE TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL—A PLAN FOR ACTION FIRST YEAR FINAL REPORT.** UNIVERSITY OF GEORGIA. 124 p. 1968. **NCJ-00043**

THIS STUDY IS THE RESULT OF A SIX MONTH EVALUATION OF THE PERSONNEL TRAINING NEEDS OF THE GEORGIA STATE DEPARTMENTS OF PROBATION, PAROLE AND CORRECTIONS. IT WAS CONDUCTED BY THE INSTITUTE OF GOVERNMENT OF THE UNIVERSITY OF GEORGIA AND FUNDED THROUGH A GRANT FROM THE UNITED STATES DEPARTMENT OF JUSTICE, OFFICE OF LAW ENFORCEMENT ASSISTANCE ADMINISTRATION. THE FINDINGS AND CONCLUSIONS ARE BASED ON A DEMOGRAPHIC STUDY OF THE PERSONNEL OF THE THREE DEPARTMENTS, CLOSE COORDINATION AND CONSULTATION WITH STATE OFFICIALS, REVIEW OF PERTINENT LITERATURE IN THE FIELD, AND THE OBSERVATION OF TRAINING PROGRAMS IN OPERATION. IN THE EARLY STAGES OF THE STUDY IT BECAME OBVIOUS THAT THE STATE WAS FACED WITH A MANPOWER CRISIS. THIS WAS PARTICULARLY APPARENT IN THE DEPARTMENT OF CORRECTIONS. NOT ONLY WERE IMMEDIATE AND URGENT NEEDS REVEALED, BUT IT SOON BECAME EVIDENT THAT A STATEWIDE, LONG-RANGE COMPREHENSIVE PROGRAM WAS REQUIRED. A PLAN FOR ACTION IS PROPOSED, THEREFORE, WHICH IS DESIGNED TO RECOGNIZE BOTH OF THESE FACTORS. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

15. **B. S. BROWN. TRAINING PROGRAM AS A CORRECTIONAL CHANGE AGENT.** NATIONAL COUNCIL ON CRIME AND DELINQUENCY, CONTINENTAL PLAZA, 411 HACKENSACK AVENUE, HACKENSACK NJ 07601. *CRIME AND DELINQUECY,* (JULY 17, 1971), P 302-309. **NCJ-63685**

THE ROLE OF TRAINING PROGRAMS AS CHANGE AGENTS WITHIN CORRECTIONAL INSTITUTIONS IS STUDIED AS WELL AS THE PROGRAM GOALS AND THE MEANS USED TO ACHIEVE THEM. BECAUSE CORRECTIONAL CHANGE MOVES TOWARD GREATER EMPHASIS ON REHABILITATION, THE GUARD ROLE OF CORRECTIONAL OFFICERS HAS BECOME LESS ACCEPTABLE. BOTH RESEARCH EVIDENCE AND MANPOWER SHORTAGES HAVE EXERTED PRESSURES FOR CHANGE IN THE CORRECTIONAL OFFICER'S ROLE AND HAVE SUGGESTED GOALS THAT, WITHOUT REMOVING SECURITY FUNCTIONS, WOULD PROVIDE FOR FUNCTIONS TO BE CARRIED OUT AS INTELLIGENTLY AND HUMANELY AS POSSIBLE. OFFICERS WOULD BE ENCOURAGED TO VIEW CONTROL AS A MEANS TO AN END RATHER THAN AS AN END IN ITSELF AND THE CONFLICT WHICH OFTEN CHARACTERIZES OFFICER-INMATE RELATIONS WOULD BE REDUCED BY INCREASING THE OFFICERS' INTERPERSONAL UNDERSTANDING AND SKILLS. TRAINING PROGRAMS THAT WOULD HELP ACHIEVE THESE GOALS, HOWEVER, ARE OFTEN RESISTED BY CORRECTIONAL OFFICERS WHO VIEW THE INSTIGATORS, GENERALLY TREATMENT STAFF, AS INSUFFICIENTLY CONCERNED ABOUT SECURITY NEEDS, LACKING REAL UNDERSTANDING OF INMATES, AND SOMETIMES CONVEYING THE THREAT OF INNOVATION AND ORGANIZATIONAL CHANGE. AN ALTERNATIVE MODEL IS TO RECRUIT FROM WITHIN THE INSTITUTION TRAINING STAFF WHO REPRESENT BOTH TREATMENT AND SECURITY, ARE ACCEPTING INSTITUTIONAL CHANGE, ENJOY BOTH FORMAL AND INFORMAL STATUS WITHIN THEIR RESPECTIVE COMMUNITIES, AND CAN WORK TOGETHER. GREATER STAFF AWARENESS OF ON-THE-JOB FUNCTIONING AND APPRECIATION OF INMATES AS INDIVIDUALS CAN BE BROUGHT ABOUT WITH THE HELP OF SUCH TOOLS AS ROLE-PLAYING, STAFF DISCUSSION OF JOB-RELATED PROBLEMS, AND GREATER CONTACT WITH INMATES AND THEIR ENVIRONMENT. FOOTNOTES ARE PROVIDED.

16. **BUREAU OF PRISONS, 320 FIRST STREET, NW, WASHINGTON DC 20534. BASIC INTERPERSONAL COMMUNICATIONS, 2ND ED—ADVANCED INTERPERSONAL COMMUNICATIONS, 2ND ED—CORRECTIONAL COUNSELING—INSTRUCTORS MANUAL.** 156 p. 1973. **NCJ-63779**

INTERPERSONAL COMMUNICATION SKILLS TRAINING IS A PROGRAM DESIGNED PRIMARILY FOR THE DEVELOPMENT OF LINE CORRECTIONAL WORKERS. THE PROGRAM INCLUDES VARIOUS TECHNIQUES FOR USE IN THE FEDERAL PRISON SYSTEM. THE LOOSELEAF MANUAL FOLLOWS A SYSTEMATIC FORMAT OF STRUCTURED EXPERIENCES AND PRACTICAL EXERCISES DESIGNED TO TEACH CORRECTIONAL WORKERS THE SKILLS NECESSARY TO IMPLEMENT CHANGES ENACTED BY THE FEDERAL PRISON SYSTEM. TRADITIONAL MEDICAL MODEL EMPHASIS ON DIAGNOSIS AND TREATMENT IS DE-EMPHASIZED; EMPHASIS IS PLACED ON MOTIVATING INMATES TO TAKE GREATER RESPONSIBILITY FOR DEVELOPING AND COMPLETING THEIR OWN CORRECTIONAL PROGRAMS. TO DO THIS, COMMUNICATION MUST BE KEPT OPEN BETWEEN THE 'KEEPERS' AND THE 'KEPT.' THE BUREAU OF PRISONS HAS INCREASED ITS COMMITMENT TO PARTICIPATORY MANAGEMENT BY DELEGATING A GREAT DEAL OF DECISIONMAKING RESPONSIBILITY TO LINE STAFF. RESEARCH INDICATES THAT THE LINE EMPLOYEE CAN MAKE A SIGNIFICANT DIFFERENCE IN INSTITUTION MORALE, IN INMATE LEVEL OF FUNCTIONING, AND IN IMPLEMENTATION AND COMPLETION OF POSITIVE CORRECTIONAL PROGRAMS. THE MANUAL IS DIVIDED INTO FIVE SECTIONS: BASIC INTERPERSONAL COMMUNICATIONS, ADVANCED INTERPERSONAL COMMUNICATIONS, CORRECTIONAL COUNSELING, READINGS, AND EVALUATION. THE BASIC INTERPERSONAL COMMUNICATION SECTION IS DIVIDED INTO 16 TEACHING MODULES; AN OBJECTIVE AND SUGGESTED EXERCISES ARE LISTED FOR EACH MODULE. SKILLS TAUGHT IN THE BASIC COURSE INCLUDE LISTENING, RESPONDING, INITIATING, AND PROBLEMSOLVING. THE ADVANCED INTERPERSONAL COMMUNICATIONS SECTION CONTAINS A SCHEDULE AND COURSE CONTENT GUIDE, A TRAINER MANUAL, AND INSTRUCTIONS FOR TAPING AND INTERVIEWING. THE ACCOMPANYING APPENDIX HAS MATERIAL ON PROBLEMSOLVING, PROGRAM DEVELOPMENT, AND VARIOUS RELATED FORMS. THE CORRECTIONAL COUNSELING SECTION COVERS THE AREA OF GROUP HELPING IN EIGHT MODULES, AND THE READING SECTION INCLUDES A GLOSSARY OF COMMON TERMS AND A BIBLIOGRAPHY. TESTS TO HELP THE STUDENT AND TEACHER EVALUATE COMPREHENSION ARE INCLUDED. SECTION APPENDIXES PROVIDE SKILL EXERCISES AND RELATED MATERIALS.

17. **W. H. BUSHER. CALIFORNIA—CORRECTIONAL TRAINING PROJECT, PHASE 2 TRAINING FOR TOMORROW—FINAL REPORT.** CALIFORNIA HUMAN RELATIONS AGENCY, 915 CAPITOL MALL, SACRAMENTO CA 95814. 156 p. 1970. **NCJ-00056**

A SUMMARY OF CURRENT CORRECTIONAL TRAINING, ASSESSMENT OF NEEDS, A STATEMENT OF CONCEPTS AND DESIGN FOR ACTION. THIS IS NOT A TECHNICAL DOCUMENT, BUT A SUMMARY OF THE CURRENT STATE OF DEVELOPMENT OF CORRECTIONAL TRAINING, AN ASSESSMENT OF NEEDS, A STATEMENT OF CONCEPTS, AND A DESIGN FOR ACTION. IT IS A SYNTHESIS OF THE LITERATURE CONCERNED WITH CORRECTIONAL TRAINING AND INTERVIEWS WITH HUNDREDS OF CORRECTIONAL PERSONNEL, RANGING FROM TRAINEES TO RETIRED CAREER ADMINISTRATORS. THE COMPREHENSIVE DESIGN REPRESENTS A PROMISING APPROACH TO ONE OF CALIFORNIA'S PERPLEXING CORRECTIONAL PROBLEMS. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

18. W. H. CAPE and J. J. HAVEL. CORRECTIONAL OFFICERS SEMINAR—EIGHTH ANNUAL—REPORT. UNIVERSITY OF KANSAS GOVERNMENTAL RESEARCH CENTER, LAWRENCE KS 66044. 99 p. 1968. **NCJ-00482**

THIS SEMINAR DEALT WITH METHODS TO AFFECT MOTIVATIONAL CHANGES AND PROMOTION OF DESIRED ATTITUDES IN PRISONERS. THE BASIC COURSE SESSIONS RELATED TO THE HISTORICAL EVOLUTION OF THE ROLE OF THE CORRECTION OFFICER AND DESCRIBED THE EXTENT OF THE CRIME PROBLEM. TECHNIQUES FOR EVALUATING PEOPLE WERE DISCUSSED. ADDRESSES WERE GIVEN ON OFFICER-INMATE RELATIONS, FUNCTION OF PROBATION AND PAROLE, CONTROL OF CONTRABAND, REPORT WRITING AND INTERNAL COMMUNICATIONS, A POLICE CHIEF'S VIEWS ON THE CRIME PROBLEM AND RELEASED OFFENDERS, AND THE ROLE OF THE CHAPLAIN. THE ADVANCED COURSE REPORTS WERE GIVEN ON THE CORRECTIONAL OFFICER AS A SUPERVISOR, SUGGESTIONS FOR FUTURE DEVELOPMENT OF A TRAINING PROGRAM, RIOT CONTROL, INTERVIEWS, AND PROBLEMS OF TRAINING AND SUPERVISION. IN BOTH COURSES, CASE STUDIES WERE USED FOR ILLUSTRATION.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

19. CARKHUFF ASSOCIATES, 22 AMHERST ROAD, PELHAM MA 01002. MASSACHUSETTS—POLICY ANALYSIS REPORT ON TRAINING ACADEMY PRESERVICE ACTIVITIES FOR CORRECTION OFFICER RECRUITS OF THE DEPARTMENT OF CORRECTION—FINAL REPORT. 555 p. 1979. **NCJ-57119**

INFORMATION AND RECOMMENDATIONS ARE PROVIDED TO AID POLICY DECISIONS CONCERNING THE RECRUITMENT, SELECTION, AND TRAINING OF CORRECTIONS OFFICERS IN MASSACHUSETTS. SIX MAJOR GOALS WERE ESTABLISHED FOR THE STUDY: (1) DESCRIBE THE CURRENT RECRUITMENT, SELECTION AND TRAINING PROCESS; (2) PREPARE PROFILES OF CORRECTION OFFICER RECRUITS; (3) PREDICT RECRUIT DROPOUTS AT EACH STAGE; (4) DESCRIBE THE MINORITY RECRUITMENT, SELECTION, AND TRAINING PROCESS; (5) PREDICT CORRECTION OFFICER ON-THE-JOB PERFORMANCE; AND (6) DESCRIBE THE IMPACT OF ACADEMY PRESERVICE TRAINING. MAJOR FINDINGS ARE REPORTED UNDER EACH OF THESE GOALS. RECOMMENDATIONS ARE BASED ON THESE FINDINGS AND A MODEL TRAINING ACADEMY. THE MISSION OF THE MODEL TRAINING ACADEMY TO DEVELOP, MANAGE, AND COORDINATE THE DELIVERY OF SKILLS AND KNOWLEDGE SO THAT ALL CORRECTIONAL STAFF CAN PERFORM WITH PROFESSIONAL COMPETENCE. THIS MISSION CAN BE ACHIEVED BY REACHING THE FOLLOWING GOALS: (1) ESTABLISH FUNCTIONAL TRAINING PROGRAMS; (2) DEVELOP A FUNCTIONAL DELIVERY SYSTEM FOR THE CURRICULUM; AND (3) DEVELOP A FUNCTIONAL FOLLOWUP AND MONITORING SYSTEM. IT IS RECOMMENDED THAT A MORE COORDINATED INTRA-AGENCY RECRUITING PROGRAM CONTINUE TO BE DEVELOPED. THIS WOULD INCLUDE USING CENTRAL OFFICE PERSONNEL AND AREA DIRECTORS TO PLAN STRATEGIES THAT WILL ENCOURAGE INSTITUTIONS AND INDIVIDUALS TO ASSIST IN THE RECRUITING OF MINORITIES. RECOMMENDATIONS ARE ALSO OFFERED FOR REDUCING THE NUMBER OF DROPOUTS IN THE APPLICATION PROCESS. SUGGESTIONS ARE OFFERED FOR MAKING THE PRESERVICE TRAINING CONTENT MORE RELEVANT TO INSTITUTIONAL NEEDS, AND APPROACHES ARE RECOMMENDED FOR DEVELOPING AND IMPLEMENTING AN ACADEMY PRESERVICE TRAINING FOLLOWUP AND FEEDBACK MECHANISM. FURTHER, RECOMMENDATIONS ARE PRESENTED FOR IMPROVING THE QUALITY OF THE ON-THE-JOB PERFORMANCE EVALUATION DATA AND REDUCING THE ATTRITION RATES OF RECRUITS. THE APPENDIXES PROVIDE SAMPLES OF ITEMS AND INSTRUMENTS USED IN COLLECTING DATA FOR THE STUDY, A DISCUSSION OF THE BASIS FOR TRAINING COST ESTIMATES, AND PROBLEMS ENCOUNTERED AND MODIFICATION MADE IN THE ORIGINAL STUDY PLAN. TABULAR AND GRAPHIC DATA ARE SUPPLIED.

Sponsoring Agency: MASSACHUSETTS COMMITTEE ON CRIMINAL JUSTICE.

20. J. COHEN. CORRECTION ACADEMY. NATIONAL COUNCIL ON CRIME AND DELINQUENCY, CONTINENTAL PLAZA, 411 HACKENSACK AVENUE, HACKENSACK NJ 07601. *CRIME AND DELINQUENCY,* V 25, N 2 (APRIL 1979), P 177-199. **NCJ-56237**

THIS PAPER EXAMINES THE DEVELOPMENT OF TRAINING ACADEMIES FOR CORRECTIONAL OFFICERS, FOCUSING ON THE FACILITIES IN NEW YORK AND ILLINOIS, AND SUGGESTS TWO ALTERNATIVE MODELS FOR FUTURE ACADEMIES. ALTHOUGH THE 1967 PRESIDENT'S COMMISSION ON LAW ENFORCEMENT AND THE ADMINISTRATION OF JUSTICE FOUND THAT MOST STATES LACKED ORGANIZED TRAINING PROGRAMS FOR CORRECTIONAL OFFICERS, SUBSEQUENT FEDERAL SUPPORT ENABLED STATE CORRECTIONS DEPARTMENTS TO DEVELOP SUCH TRAINING PROGRAMS. BY 1973, THERE WERE 20 CORRECTION ACADEMIES, WITH THE MOST ADVANCED FACILITIES LOCATED IN NEW YORK AND ILLINOIS. BOTH OF THESE REPRESENTATIVE ACADEMIES ALTERED THEIR INITIAL ACADEMIC OR 'WEST POINT MODEL' PROGRAMS AND DEVELOPED VOCATIONAL OR 'BASIC TRAINING' METHODS. IN NEW YORK THE CONCEPT OF A 'CORRECTION COLLEGE' FOR GUARDS WAS REJECTED AND EMPHASIS SHIFTED TO THE ACQUISITION OF CUSTODIAL SKILLS. SIMILARLY, THE ILLINOIS PROGRAM'S PREOCCUPATION WITH THE MERE SURVIVAL OF THE PERSONNEL PRECLUDED CREATIVE THINKING ABOUT THE ACADEMY'S ROLE IN PREPARING THE OFFICERS TO BE PARAPROFESSIONAL COUNSELORS. THE ILLINOIS ACADEMY, HOWEVER, DEMONSTRATED A GREATER POTENTIAL THAN THE NEW YORK FACILITY FOR BECOMING THE SITE FOR DISCUSSION AND DEVELOPMENT OF CORRECTIONS POLICIES. THE TRAINING TASKS OF AN ACADEMY ARE EXAMINED, ALONG WITH THE REHABILITATIVE FUNCTION OF PRISONS. THE ACADEMIES THEMSELVES MUST HAVE CLEARLY DEFINED GOALS, WHETHER THEY FUNCTION ACCORDING TO THE 'WEST POINT' OR 'BASIC TRAINING' MODEL.

21. COUNCIL OF EUROPE LIBRARIE BERGER-LEVRAULT, PLACE BROGLIE, STRASBOURG, FRANCE. STATUS, SELECTION AND TRAINING OF BASIC GRADE CUSTODIAL PRISON STAFF. 30 p. 1967. France. **NCJ-05130**

RESEARCH CONDUCTED TO DEFINE THE FUNCTIONS, ROLES, AND TASKS OF NON-SPECIALIZED CORRECTIONAL PERSONNEL IN ORDER TO ESTABLISH STANDARDS FOR EUROPEAN PRISON SYSTEMS. THE SURVEY FINDINGS FROM THIRTEEN EUROPEAN STATES INDICATED THAT THE ESSENTIAL TASK OF THE BASIC GRADE CUSTODIAL STAFF HAS BEEN TO ENSURE THE SAFE CUSTODY OF PRISONERS AND TO MAINTAIN ORDER IN PRISONS. THE COMMITTEE RECOMMENDS CHANGES IN RECRUITMENT POLICY, TRAINING PROGRAMS, PAY RATES, COMMUNICATION WITHIN THE PRISON ADMINISTRATION, AND OTHER PERSONNEL PRACTICES IN ORDER TO ENGAGE CUSTODIAL STAFF IN REFORMATIVE WORK WITH PRISONERS.

Sponsoring Agency: COUNCIL OF EUROPE LIBRARIE BERGER-LEVRAULT, PLACE BROGLIE, STRASBOURG, FRANCE.

Availability: MANHATTAN PUBLISHING COMPANY, 225 LAFAYETTE STREET, NEW YORK NY 10012.

22. **T. A. DECOTIIS and R. A. MORANO. APPLYING JOB ANALYSIS TO TRAINING (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978 SEE NCJ-57407).** SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 7 p. 1978. **NCJ-57411**
FOCUSING ON THE RELEVANCE OF JOB AND TASK ANALYSIS TO THE TRAINING FUNCTION, THIS ARTICLE EXAMINES METHODS OF TRAINING DESIGN AND EVALUATION. TRAINING NEEDS ARISE BECAUSE PEOPLE, JOBS, AND ORGANIZATIONS CHANGE; THAT IS, PEOPLE COME INTO AND MOVE THROUGH ORGANIZATIONS, NECESSITATING TRAINING. IN ADDITION, CHANGES IN TECHNOLOGY AND ORGANIZATIONAL STRUCTURE REQUIRE RETRAINING OF EMPLOYEES. THE DECISION TO PLACE PEOPLE INTO A TRAINING PROGRAM REQUIRES THAT OFFICIALS IN CHARGE OF TRAINING PROGRAMS DIFFERENTIATE BETWEEN REAL AND IMAGINED PERFORMANCE DISCREPANCIES. THEY MUST DETERMINE WHETHER THESE DISCREPANCIES ARE A RESULT OF SKILL GAPS OR MOTIVATIONAL PROBLEMS. SUCH OFFICIALS CAN USE JOB INFORMATION, OBTAINED THROUGH JOB ANALYSIS, TO HELP MAKE SUCH DETERMINATIONS. TRAINING DECISIONS CAN BE MADE ON THE BASIS OF THE CONTENT AND EXTENSIVENESS OF JOB DESCRIPTIONS. TO BE USEFUL, A JOB DESCRIPTION SHOULD INCLUDE INFORMATION ON WHAT WORKERS DO IN THE JOB, HOW THE JOB IS DONE, AND WHAT IS USED IN DOING THE JOB (E.G. TOOLS AND SAFETY FACTORS). THE VARIED OUTCOMES OF JOB ANALYSIS CAN BE UTILIZED IN THE TRAINING PROCESS IN SUCH AREAS AS ESTABLISHING TRAINING OBJECTIVES AND STANDARDS, IDENTIFYING REQUIRED SKILLS AND KNOWLEDGE, AND DESIGNING VALID PERFORMANCE TESTS. JOB-ANALYSIS INFORMATION MAKES IT POSSIBLE TO DEVELOP SPECIFIC TRAINING OBJECTIVES AND THUS ENABLES MORE PRECISE EVALUATION OF TRAINING RESULTS. REFERENCES ARE PROVIDED.

Supplemental Notes: REPRINTED FROM TRAINING AND DEVELOPMENT JOURNAL, (JULY 1977).

23. **C. DE TROY. TRAINING OF PRISON GUARDS IN THE PENITENTIARY MILIEU (FROM NOTES ON CRIMINOLOGY AND SOCIAL PATHOLOGY, 1977, N 14). (FORMATION DU PERSONNEL DU SURVEILLANCE EN MILIEU PENITENTIAIRE.)** UNIVERSITE CATHOLIQUE DE LOUVAIN, DE CROYLAAN 54, 3030 HEVERLEE, LOUVAIN, BELGIUM. 38 p. 1977. Belgium. (In *French*) **NCJ-55235**
LITERATURE ON TRAINING FOR PRISON GUARDS IS SURVEYED WITH SPECIAL ATTENTION TO WHO EXAMINES THE PROBLEM AND WHY, AS WELL AS TO HOW THE PROBLEM IS STATED AND WHAT SOLUTIONS ARE RECOMMENDED. AUTHORS OF ARTICLES ON TRAINING FOR GUARDS ARE FOR THE MOST PART ADMINISTRATORS AND PRISON OFFICIALS, SOCIAL SCIENTISTS, AND EVEN PRISONERS AND EX-PRISONERS. MOST RECENT LITERATURE MENTIONS GUARDS' ROLE CONFLICT BETWEEN DISCIPLINE AND TREATMENT. ADMINISTRATORS FREQUENTLY STRESS THE NEED FOR GUARD TRAINING IN THE CONTEXT OF TREATMENT, A NOTION WHICH TOGETHER WITH THE EVOLUTION OF PRISON ORGANIZATION AND OF PRISONERS' RIGHTS HAS CHANGED THE METHODS AND POLICY FOR APPROACHING PRISONERS, AND THE EXPERTS POINT OUT THE MALAISE OF GUARDS WHICH IS PROMPTED BY A WIDE RANGE OF ISSUES CALLING THE SYSTEM INTO QUESTION. THE BASIC IMPORTANCE OF GUARDS WITHIN THE PRISON SYSTEM BECAUSE OF DAILY CONTACT WITH PRISONERS AND THE FACT THAT THEIR SOCIOECONOMIC ORIGINS ARE SIMILAR INTENSIFIES THE NEED FOR GUARD EDUCATION ON PRISON ADMINISTRATION AND POLICIES IN THE PARTICULAR COUNTRY, AS WELL AS FOR A CLEAR DEFINITION OF PRISON OBJECTIVES AND GUARDS' FUNCTIONS. THE CONCRETE NECESSITY OF MAINTAINING ORDER, THE INTRODUCTION OF SPECIALISTS WHO TAKE OVER MORE PRESTIGIOUS TREATMENT FUNCTIONS, AND THE GENERAL CONFUSION REGARDING DUTIES AMONG PRISON PERSONNEL LEAVE THE GUARD WITH A VERY UNSATIFACTORY ROLE. DIFFERENT TYPES OF GUARD EDUCATION ENVISAGED INCLUDE REORIENTATION AWAY FROM PARAMILITARY CONTROL TOWARDS COMMITMENT TO CREATIVE TREATMENT, WITH A SIMULTANEOUS PROVISION OF ADEQUATE REMUNERATION AND GOOD WORKING CONDITIONS; READJUSTMENT OF GUARDS' ATTITUDES; AND REORGANIZATION OF THE AUTHORITARIAN PRISON STRUCTURE. BASIC TRAINING ELEMENTS ARE KNOWLEDGE OF GENERAL AND SPECIFIC INSTITUTIONAL ORGANIZATION, OF WORK, OF PRACTICAL SUBJECTS RELATED TO SECURITY, AND OF PENAL LAW AND CRIMINOLOGY; BUT NO TRULY ORIGINAL INNOVATIONS ARE PROPOSED IN CURRENT LITERATURE. VARIOUS AUTHORS RECOMMEND THAT GUARD EDUCATION PROGRAMS BE CONDUCTED IN CONJUNCTION WITH PRISON WORK, THAT GROUP TEACHING METHODS BE EMPLOYED AND THAT THE BASIC INTERDISCIPLINARY BACKGROUND REQUIRED OF A GENERALIST BE PROVIDED. IT IS STRESSED THAT THE GUARDS THEMSELVES MUST BE INCLUDED IN THE PLANNING PROCESS AND THAT EDUCATION CANNOT BE A MIRACLE SOLUTION. A BIBLIOGRAPHY AND NOTES ARE SUPPLIED.—IN FRENCH.

24. **D. DUFFEE. CORRECTION OFFICER SUBCULTURE AND ORGANIZATIONAL CHANGE.** NATIONAL COUNCIL ON CRIME AND DELINQUENCY, CONTINENTAL PLAZA, 411 HACKENSACK AVENUE, HACKENSACK NJ 07601. *JOURNAL OF RESEARCH IN CRIME AND DELINQUENCY,* V 11, N 2 (JULY 1974), P 155-172. **NCJ-15116**
THE CORRECTIONAL OFFICER SUBCULTURE IS FOUNDED ON THE FRUSTRATING BELIEF THAT INMATES ON THE WHOLE DESERVE BETTER TREATMENT THAN OFFICERS (OR OTHERS) ARE CAPABLE OF GIVING UNDER PRESENT CIRCUMSTANCES. TRAINING AND MANPOWER DEVELOPMENT IN CORRECTION HAS BECOME AN INCREASINGLY IMPORTANT ISSUE. MOST SUCH TRAINING ON THE CORRECTIONAL OFFICER LEVEL IS BASED UPON AN ACADEMIC MODEL OF EDUCATION. THIS KIND OF TRAINING APPROACH IS LIKELY TO BE INEFFECTIVE BECAUSE OF A HYPOTHESIZED OFFICER SUBCULTURE, THE VALUES OF WHICH ARE ANTAGONISTIC TO THE POLICY AND VALUES IMPLICIT IN THE TRAINING. THREE SCALES, MEASURING CORRECTIONAL POLICY, SUPERVISORY BEHAVIOR, AND SOCIAL CLIMATE OF INSTITUTIONS, WERE ADMINISTERED IN THE CORRECTION DEPARTMENT OF A NORTHEASTERN STATE IN ORDER TO TEST THE HYPOTHESIS. IT WAS FOUND THAT OFFICERS DIFFERED CONSIDERABLY FROM MANAGERS ON BOTH POLICY AND SOCIAL CLIMATE. A MAJOR EXPLANATORY FACTOR APPEARED TO BE THE WAY IN WHICH THE OFFICERS PERCEIVED THEMSELVES TO BE MANAGED. SUGGESTIONS ARE MADE FOR CHANGING THE OFFICER SUBCULTURE VALUES BASED UPON SMALL GROUP DYNAMICS TECHNIQUES THAT AFFECT THE WAY IN WHICH OFFICERS PERCEIVE THEMSELVES TO BE MANAGED AND ALTER THE PERCEIVED REWARDS FOR BEHAVING IN WAYS COMPATIBLE WITH MANAGERIAL POLICY. (AUTHOR ABSTRACT)

25. **ESTUDIOS SOCIALES Y DE SALUD, INC, 527 CALLE SERGIO CUEVAS, BUSTAMANTE, HATO REY PR 00918. EVALUATION, COUNSELING, AND RECRUITMENT OF PERSONNEL CORRECTION ADMINISTRATION—PUERTO RICO. (INFORME DE EVALUACION DE LA UNIDAD DE CONSEJERIA DE LA ADMINISTRACION DE CORRECCION.)** 112 p. 1977. (In *Spanish*) **NCJ-46776**
THIS REPORT EVALUATES THE PERFORMANCE OF THE COUNSELING UNIT AND THE PERSONNEL ORGANIZATION AND POLICIES OF THE CORRECTION ADMINISTRATION IN PUERTO RICO. THE CRIME COMMISSION OF THE COMMONWEALTH OF PUERTO RICO HIRED A PRIVATE CONSULTING FIRM TO CONDUCT A STUDY OF THE PERSONNEL POLICIES OF THE LOCAL CORRECTIONAL ADMINISTRATION AND ITS

COUNSELING UNIT. PERTINENT DOCUMENTS WERE STUDIED, INTERVIEWS WERE CONDUCTED WITH CORRECTIONAL PERSONNEL, A SAMPLE QUESTIONNAIRE SURVEY WAS ADMINISTERED TO THE CLIENTELE SERVED BY THE UNIT, AND A SAMPLING OF CORRECTIONAL POSITIONS WAS CLASSIFIED USING THE FUNCTIONAL JOB ANALYSIS APPROACH. THE COUNSELING UNIT AND THE CORRECTIONAL PERSONNEL POLICIES (RECRUITMENT, TRAINING, POSITION CLASSIFICATION REQUIREMENTS) WERE ANALYZED ACCORDING TO STATED CORRECTIONAL GOALS, SUCH AS THE PREVENTION OF RECIDIVISM. RECOMMENDATIONS INCLUDED THE IMMEDIATE ISSUANCE OF WRITTEN GUIDELINES FOR A POSITION CLASSIFICATION PLAN AND THE APPOINTMENT OF A TECHNICAL DIRECTOR TO INSURE ITS IMPLEMENTATION. THE COUNSELING UNIT SHOWED A NEED FOR GENERAL ORGANIZATIONAL IMPROVEMENTS AND FOR A HIGHLY-QUALIFIED PROFESSIONAL TO FILL THE POSITION OF UNIT DIRECTOR. OPERATING PROCEDURES FOR CORRECTIONAL PERSONNEL AND COUNSELING UNIT MEMBERS NEEDED TO BE IMPROVED AND PRESENTED IN A REVISED MANUAL. PHYSICAL FACILITIES OF THE UNIT DEMONSTRATED THE LACK OF CLIENT PRIVACY; THIS MUST BE PROVIDED ALONG WITH IMPROVEMENTS TO ENHANCE THE PUBLIC IMAGE OF THE UNIT. A CHART OF FUNCTIONAL JOB ANALYSIS SCALES IS INCLUDED IN THE TEXT. APPENDIXES GIVE (1) A CHRONOLOGICAL LIST OF THE INTERVIEWS CONDUCTED FOR THE STUDY, (2) A BRIEF DESCRIPTION OF THE DOCUMENTS CONSULTED, (3) THE PROPOSED PERSONNEL CLASSIFICATION PLAN, AND (4) COPIES OF THE INTERVIEW REPORT FORM AND OF THE QUESTIONNAIRES ISSUED TO PARTICIPATING CORRECTIONAL PERSONNEL. AN EXECUTIVE SUMMARY OF THE REPORT IN ENGLISH IS ENCLOSED.—IN SPANISH.

Sponsoring Agency: PUERTO RICO CRIME COMMISSION, G P O BOX 1256, SAN JUAN PR 00936.

26. **F. FERRACUTI and M. C. GIANNINI. MANPOWER AND TRAINING IN THE FIELD OF SOCIAL DEFENCE—A COMMENTARY AND BIBLIOGRAPHY.** 158 p. 1970. Italy. **NCJ-19655**

FOLLOWING A CHRONOLOGICAL REVIEW OF INTERNATIONAL TRENDS IN MANPOWER AND TRAINING IN CRIMINAL JUSTICE, A CODED BIBLIOGRAPHY IS PROVIDED OF 1,444 RELATED BOOKS, JOURNAL ARTICLES, AND REPORTS. THE NARRATIVE PRECEDING THE BIBLIOGRAPHY FOCUSES IN PARTICULAR ON THE INITIATIVES OF THE UNITED NATIONS IN SPONSORING SEMINARS, CONFERENCES, AND INSTITUTES IN EUROPE, THE FAR EAST, AFRICA, AND LATIN AMERICA ON A VARIETY OF CRIMINAL JUSTICE TOPICS, INCLUDING STANDARDS FOR MANPOWER AND TRAINING NEEDS. IN ADDITION TO CITING MUCH OF THE MATERIAL GENERATED BY THESE EFFORTS, THE BIBLIOGRAPHY LISTS ALPHABETICALLY BY AUTHOR OR TITLE WORKS PUBLISHED BETWEEN 1928 AND 1969 ON SUCH SUBJECTS AS TRAINING FOR POLICE SERVICE, EDUCATION FOR CAREERS IN CORRECTIONS, THE ROLE OF NATIONAL PROFESSIONAL ORGANIZATIONS IN RESOLVING MANPOWER AND TRAINING PROBLEMS IN CORRECTIONS, STAFF PROBLEMS IN INSTITUTIONS, TRAINING TO MEET THE SEX OFFENDER, THE USE OF SUPERVISORY CUSTODIAL PERSONNEL AS COUNSELORS, STANDARDS IN THE SELECTION OF POLICE INSTRUCTORS, THE TRAINING OF SPECIALIZED EDUCATORS FOR MALADJUSTED CHILDREN, PSYCHIATRY IN POLICE RECRUITMENT, HUMAN RELATIONS TRAINING FOR POLICE, POLICE TRAINING IN THE ORIENT, THE IMPACT OF CORRECTIONAL PROGRAMS ON INMATES, AND UPGRADING THE EDUCATIONAL REQUIREMENTS FOR POLICE OFFICERS. PUBLISHED IN FRANCE, POLAND, ITALY, PUERTO RICO, GERMANY, THE U.S., AND ELSEWHERE, THE MATERIALS ARE CODED ALPHA-NUMERICALLY IN TERMS OF SELECTED MANPOWER, AREA, AND TRAINING CONCERNS (E.G., SOCIAL ORIGIN AND EDUCATIONAL BACKGROUND, NONINSTITUTIONAL WORKERS, TRAINING TECHNIQUES, ETC).

27. **FLORIDA BUREAU OF STATISTICS, RESEARCH AND PLANNING, 311 CALHOUN STREET, TALLAHASSEE FL 32304. FLORIDA DEPARTMENT OF CORRECTIONS—USER'S MANUAL FOR INMATE CUSTODY CLASSIFICATION.** 73 p. **1979. NCJ-62704**

IN THIS MANUAL, FLORIDA DEPARTMENT OF CORRECTIONS PERSONNEL ARE INSTRUCTED IN THE PREPARATION AND SUBMITTAL OF THREE CUSTODY CLASSIFICATION FORMS USED BY THE DEPARTMENT. THE FORMS ARE THE INITIAL INMATE CLASSIFICATION QUESTIONNAIRE (IICQ), DETERMINING THE FIRST OFFICIAL ASSIGNMENT OF CUSTODY; THE INMATE CLASSIFICATION QUESTIONNAIRE (ICQ), FOR ALL SUBSEQUENT CLASSIFICATIONS; AND THE REPORT OF INMATE CLASSIFICATION ACTION, A WRITTEN RECORD OF ASSIGNMENT OR REASSIGNMENT OF CUSTODY. THE IICQ AND ICQ CONSIST OF 15 AND 19 TRUE-FALSE QUESTIONS, RESPECTIVELY, HAVING POINT VALUES; SCORES ARE OBTAINED BY ADDING UP POINTS. EACH CUSTODY CATEGORY FALLS INTO A CERTAIN POINT RANGE. THE FIRST SECTION OF THE IICQ REPORTS THE INMATES' ESCAPE RECORD, WHETHER THEY HAVE BEEN SENTENCED TO DEATH OR FOR LIFE, OR ARE PSYCHOTIC. OTHER QUESTIONS FROM THE IICQ REPORT THE INMATES' REASONS FOR IMPRISONMENT, SENTENCES, HISTORIES, AND VARIOUS DANGEROUS OR ANTISOCIAL CHARACTER TRAITS. THE ICQ IS SIMILAR, WITH A THIRD SECTION REPORTING PRIOR PRISON BEHAVIOR. ALL QUESTIONS FROM BOTH QUESTIONNAIRES ARE PRESENTED AND DISCUSSED, AND DEFINITIONS GIVEN FOR THE DANGEROUS OR ANTISOCIAL TRAITS. FINALLY, THE REPORT OF INMATE CLASSIFICATION ACTION REQUIRES PERTINENT DATES, INMATE PERSONAL INFORMATION, THE SCORE FROM THE ICQ OR IICQ, AND ALLOWS MODIFICATION OF THE CUSTODY INDICATED BY THE QUESTIONNAIRE SCORE. APPENDIXES CONTAIN SAMPLES OF QUESTIONNAIRES AND THE ACTION REPORT, AS WELL AS A LIST OF FLORIDA CORRECTIONAL FACILITIES.

28. **J. J. GALVIN and L. KARACKI. MANPOWER AND TRAINING IN CORRECTIONAL INSTITUTIONS.** JOINT COMMISSION ON CORRECTIONAL MANPOWER AND TRAINING. 88 p. 1969. **NCJ-02185**

AN EVALUATION OF THE USES OF MANPOWER AND TRAINING WITH RECOMMENDATIONS FOR MODIFICATIONS AND CHANGES IN THE CORRECTIONAL SYSTEM. BASED ON A STAFF REPORT, THE STUDY DISCUSSES THE CORRECTIONAL SYSTEM, EMPLOYEES, INSTITUTIONS, CONSIDERATIONS IN PLANNING FOR THE FUTURE AND THE OUTLOOK FOR FUTURE NEEDS. A PRIMARY AIM OF THE STUDY WAS TO IDENTIFY SKILLS REQUISITE TO EFFECTIVE WORK IN THE AREA OF CORRECTIONAL CONFINEMENT. IT WAS ASSUMED THAT NEW AND MORE EFFICIENT USES OF EXISTING MANPOWER WOULD BE EVOLVED, THAT POSSIBLE SOURCES OF NEW MANPOWER WOULD BE DISCOVERED AND THAT ROLES OF SPECIALISTS AND COMMUNITY RESOURCES COULD BE BETTER ARTICULATED WITH THOSE IN THE SYSTEM. STATISTICAL DATA, TABLES AND FIGURES ARE INCLUDED IN THE STUDY.

Availability: AMERICAN CORRECTIONAL ASSOCIATION, 4321 HARTWICK ROAD, COLLEGE PARK MD 20740.

29. **H. B. GILL. TRAINING PRISON OFFICERS (FROM BEHAVIORAL SCIENCE AND MODERN PENOLOGY, 1973, BY WILLIAM H LYLE AND THETUS W HORNER—SEE NCJ-10461).** CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD IL 62717. 17 p. 1973. **NCJ-63781**

THIS 1956 ARTICLE STATES THAT THE AMERICAN PENOLOGICAL SYSTEM NEEDS TO DEVELOP EFFECTIVE TRAINING PROGRAMS FOR PRISON OFFICERS. PAST AND PRESENT ATTEMPTS ARE DELINEATED, AS WELL AS THOSE IN OTHER

COUNTRIES. AFTER DESCRIBING PENOLOGICAL TRAINING PROGRAMS IN JAPAN, ENGLAND, AND CANADA, THE ARTICLE EXAMINES PREVIOUS AND CONTEMPORARY (1950'S) PROGRAMS THAT WERE INITIATED IN THE U.S. TO TRAIN PRISON PERSONNEL. THE PRINCIPAL REASONS WHY SO MANY OF THESE ENDEAVORS FAILED ARE THAT (1) THE COURSES ATTEMPTED TO COVER TOO LARGE A FIELD (INCLUDING IN A SINGLE COURSE THE MATERIAL ON PROCEDURES, POLICIES, PRACTICES, AND PRINCIPLES GOVERNING CUSTODY AND TREATMENT OF OFFENDERS) AND (2) COURSES TOO OFTEN MERELY REFLECTED THE INDIVIDUAL EXPERIENCE OF THE AUTHOR OR AGENCY. HOWEVER, THE TREND TOWARD DIVIDING PRISON OFFICER TRAINING INTO A NUMBER OF SEPARATE UNITS, EACH SERVING A SPECIAL NEED, SHOULD MEET THESE DIFFICULTIES. TRAINING IS DIVIDED INTO FOUR UNITS: (1) PRESERVICE TRAINING OF STUDENTS WHO ARE INTERESTED IN CORRECTIONS AS A CAREER, (2) ORIENTATION AND BASIC TRAINING OF NEW RECRUITS IN THE POLICIES AND PROCEDURES OF A PARTICULAR INSTITUTION OR AGENCY, (3) INSERVICE TRAINING OF PERMANENT PERSONNEL IN VARIOUS ASPECTS OF CORRECTIONAL WORK, AND (4) ADVANCED PROFESSIONAL TRAINING FOR THOSE WITH EXPERIENCE AND ABILITY. EACH TRAINING UNIT IS DESCRIBED AND EXAMPLES OF SUCCESSFUL PROGRAMS GIVEN. NOTES AND REFERENCES ARE PROVIDED.

Supplemental Notes: REPRINTED FROM AMERICAN JOURNAL OF CORRECTIONS, V 20, N 4 (1958), P 8-11, 22.

30. **D. D. GOODRICK and T. REED. SOCIAL SKILLS TRAINING IN CORRECTIONAL TREATMENT—AN EDUCATIONAL PERSPECTIVE.** 10 p. 1976. **NCJ-45480**

APPLICATIONS OF BEHAVIORAL TRAINING IN UNDERGRADUATE COURSES FOR SOCIOLOGY MAJORS, IN TRAINING PROGRAMS FOR CORRECTIONAL OFFICERS, AND IN PARAPROFESSIONAL TRAINING FOR OFFENDERS ARE DISCUSSED. BEHAVIORAL TRAINING, WHICH IS ALSO KNOWN AS SOCIAL SKILLS TRAINING AND TRAINING IN EFFECTIVE LIVING, IS AN EDUCATIONAL APPROACH THAT SYSTEMATICALLY PROMOTES INTERPERSONAL COMPETENCE IN INDIVIDUALS. THROUGH THE USE OF MODELING, BEHAVIORAL REHEARSAL, AND ROLE PLAY, INDIVIDUALS ARE TAUGHT HOW TO DEAL MORE EFFECTIVELY WITH PROBLEMATIC SITUATIONS THAT PREVIOUSLY ELICITED SELF-DEFEATING RESPONSES. BEHAVIORAL TRAINING PROVIDES SIGNIFICANT THERAPEUTIC LEVERAGE IN HELPING CORRECTIONAL CLIENTS TO DEAL WITH SITUATIONS IN PRISON OR IN THE COMMUNITY. BEHAVIORAL TRAINING ALSO PROVIDES A MEANS OF IMPROVING RELATIONSHIPS BETWEEN OFFENDERS AND CORRECTIONAL STAFF MEMBERS AND, BY LENDING AN EDUCATIONAL ORIENTATION TO CORRECTIONAL TREATMENT, SERVES TO DEMYSTIFY CLINICAL INTERVENTION. THE RELEVANCE OF BEHAVIORAL TRAINING IN THE CRIMINAL JUSTICE SYSTEM AND DISTINCTIONS BETWEEN BEHAVIORAL TRAINING AND BEHAVIOR MODIFICATION ARE DISCUSSED IN AN UNDERGRADUATE COURSE FOR SOCIAL SCIENCE MAJORS. STUDENTS HAVE RESPONDED FAVORABLY TO THE COURSE. BEHAVIORAL TRAINING TECHNIQUES HAVE BEEN USED IN A COURSE FOR CORRECTIONAL OFFICERS INTERESTED IN LEARNING INTERVIEW AND CRISIS INTERVENTION SKILLS. BEHAVIORAL TRAINING WAS ALSO PART OF A PROGRAM FOR COLLEGE-EDUCATED INMATES WHO VOLUNTEERED TO BECOME PARAPROFESSIONAL COUNSELORS.

Supplemental Notes: PAPER PRESENTED AT THE 84TH ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, WASHINGTON, D.C. SEPTEMBER 6, 1976.

Availability: NCJRS MICROFICHE PROGRAM.

31. **C. HARTNESS and C. H. BISHOP JR. SOUTHEASTERN CORRECTIONAL MANAGEMENT TRAINING COUNCIL—CASE STUDIES FOR CORRECTIONAL STAFF DEVELOPMENT AND TRAINING.** UNIVERSITY OF GEORGIA INSTITUTE OF GOVERNMENT, ATHENS GA 30601. 118 p. 1971. **NCJ-12580**

THE ELEVEN TRAINING CASE STUDIES ARE DESIGNED TO SIMULATE PROBLEMS ARISING IN CORRECTIONAL MANAGEMENT AND IN CORRECTIONAL OPERATIONS, I.E., DIRECT CONTACT WITH CLIENTS. SOME SOURCES FOR PUBLISHED CASES ARE LISTED IN THE REFERENCE SECTION OF THIS DOCUMENT. THIS SECTION ALSO CONTAINS SEVERAL SOURCES OF INFORMATION ON WAYS TO USE CASES IN TRAINING. EACH CASE IS PRECEDED BY A BRIEF COMMENTARY OR A LEARNING DESIGN DESCRIBING ONE POSSIBLE APPROACH TO THE STUDY OF THE CASE MATERIAL. (AUTHOR ABSTRACT)

Supplemental Notes: EXEMPLARY PROJECT NOMINATION.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

32. **J. E. HICKEY. CONNECTICUT—DEPARTMENT OF CORRECTION—PROFESSIONAL STAFF TRAINING—A FINAL REPORT.** CONNECTICUT DEPARTMENT OF CORRECTION, STATE CAPITOL, HARTFORD CT 06115. 13 p. 1972. **NCJ-14317**

REPORT OF A SURVEY TO DETERMINE THE TRAINING NEEDS OF COUNSELING STAFF AND SPECIFIC TRAINING ACTIVITIES CONDUCTED DURING THE PERIOD OF DECEMBER 10, 1972 THROUGH JUNE 30, 1972. VARIOUS INDIVIDUALS INCLUDING ADMINISTRATORS, COUNSELORS, AND INMATES WERE INTERVIEWED TO DETERMINE DIFFERENTIAL OPINIONS ON THE ROLE OF THE COUNSELOR. ALL PARTIES TENDED TO VIEW COUNSELORS AS ESSENTIALLY ADMINISTRATIVE AIDS, ALTHOUGH COUNSELORS EXPRESSED RESENTMENT AT THIS LIMITED ROLE. SKILL LEVELS OF COUNSELORS WERE FOUND TO VARY WIDELY, RANGING FROM HIGH SCHOOL THROUGH MASTERS TRAINING. THE RESULTS OF THE SURVEY INDICATED THAT A TRAINING PROGRAM SHOULD ATTEMPT TO PROVIDE COUNSELORS WITH A BASIC STANDARDIZED COMMUNICABLE METHOD OF TREATMENT AT VARYING LEVELS OF PROFESSIONAL SOPHISTICATION. TRAINING IN THEORY FOR ALL PERSONNEL WAS PROVIDED FOR SIX WEEKS, WITH 2 HOUR CLASSES CONDUCTED WEEKLY. CLINICAL EXPERIENCE WAS PROVIDED BY DIAGNOSTIC INTERVIEWS WITH INMATES. DESCRIPTIONS OF SPECIFIC TRAINING ACTIVITIES IN VARIOUS FACILITIES ARE GIVEN. RECOMMENDATIONS FOR FURTHER TRAINING ACTIVITIES AND TABLES SHOWING DATA ON ACTUAL TRAINING PROGRAMS ARE PROVIDED. A TRAINING OUTLINE FOR CORRECTIONAL STAFF IS APPENDED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

33. **G. HOUCHON. PLACE OF PERSONNEL TRAINING IN A PENITENTIARY STRATEGY CONCLUSION (FROM NOTES ON CRIMINOLOGY AND SOCIAL PATHOLOGY, 1977, N 14). (PLACE DE LA FORMATION DU PERSONNEL DANS UN STRATEGIE PENITENTIAIRE—EN GUISE DE CONCLUSION.)** UNIVERSITE CATHOLIQUE DE LOUVAIN, DE CROYLAAN 54, 3030 HEVERLEE, LOUVAIN, BELGIUM. 3 p. 1977. **Belgium.** (In *French*) **NCJ-55240**

CONCLUSIONS REACHED IN A COLLECTION OF SEVEN CONFERENCE PAPERS ON TRAINING OF PRISON GUARDS IN BELGIUM ARE SUMMARIZED. IT IS ARGUED THAT AFTER READING STUDIES OF PRISON GUARDS' POSITION MANY PRACTICAL CRIMINOLOGISTS BECOME SKEPTICAL ABOUT THE VALUE OF SCIENCE AND RESEARCH BECAUSE LEGAL STUDIES TEND TO BE BASED ON JURIDICAL IDEALISM RATHER THAN SCIENTIFIC METHODS. THE COLLECTION OF ARTICLES IN QUESTION SHOWS THAT PENITENTIARIES REFORMED AS ENVISAGED BY PRISON ADMINISTRATORS HAVE ALIENATED

GUARDS AND CAUSED SERIOUS ROLE CONFLICTS. INTRODUCTION OF SPECIALIZED PERSONNEL FOR TREATMENT AND REHABILITATION PROGRAMS MAKES GUARDS, WHO ARE RESPONSIBLE FOR EVERYDAY SECURITY FUNCTIONS, FEEL THAT THEY HAVE BEEN DEMOTED. IMPROVEMENTS CAN BE ACHIEVED BY EXPANDING THE ROLE OF PRISON GUARDS AND BY PROMOTING DEVELOPMENT OF GENERALISTS RATHER THAN SPECIALISTS ON ONE SIDE AND LABORERS ON THE OTHER. IN THE STUDIES TWO TRAINING MODELS ARE PROPOSED, A LINEAR MODEL MOVING FROM NEW POLICY TO TRAINING DESIGNED TO BRING ABOUT INSTITUTIONAL CHANGE AND A CIRCULAR MODEL INVOLVING INTEGRATION OF CUSTODIAL PERSONNEL WHICH THEN LEADS TO INSTITUTIONAL CHANGE, THEN TRAINING, AND FINALLY, NEW POLICY. THE FIRST OF THESE IS VERTICAL, DEDUCTIVE, AND INSPIRED BY JURIDICAL IDEALISM, WHILE THE SECOND, AND PREFERABLE, ALTERNATIVE TENDS TO PROMOTE HORIZONTAL RELATIONSHIPS WHICH ARE GEARED TO THE DAILY LIVING SITUATION OF EACH INDIVIDUAL INSTITUTION. AN ILLUSTRATION OF THE TWO MODEL TYPES IS FURNISHED.—IN FRENCH.

34. **G. HOUCHON. PROBLEM OF PRISON GUARDS AND PENOLOGY (FROM NOTES ON CRIMINOLOGY AND SOCIAL PATHOLOGY, 1977), N 14. (PROBLEMATIQUE DU SURVEILLANT DE PRISON ET LA PENOLOGIE.)** UNIVERSITE CATHOLIQUE DE LOUVAIN, DE CROYLAAN 54, 3030 HEVERLEE, LOUVAIN, BELGIUM. 14 p. 1977. Belgium. (In *French*) **NCJ-55233**

THE INFERIOR POSITION OF BELGIAN PRISON GUARDS WITHIN THE CORRECTIONS SYSTEM AND POSSIBILITIES OF IMPROVING THEIR TRAINING ARE DISCUSSED. IN GENERAL, GUARDS ARE UNDERPAID, NOT ALLOWED TO PARTICIPATE IN FORMULATION OF POLICIES, AND NOT GIVEN CREDIT FOR THEIR EFFORTS; TRAINING HAS TRADITIONALLY BEEN DENIED GUARDS FOR FEAR THAT THEY MIGHT SEEK BETTER EMPLOYMENT ELSEWHERE. THIS SITUATION AND THE RECENT PRISON STRIKES OF GUARDS RESULT FROM GOVERNMENT PENITENTIARY POLICIES WHICH SHOULD BE DISCUSSED OPENLY IN CABINET MEETINGS AND STAFF CONFERENCES. INFORMATION FOR PREPARING A TRAINING PROGRAM MUST BE GATHERED FROM LITERATURE AND FROM THE STUDY OF ORGANIZATIONAL MICROUNITS, THAT IS FROM INTERVIEWS WITH A NUMBER OF GUARDS. THE HOSTILITY EXHIBITED DURING PRISON STRIKES IS EXPLAINED AS AN UNCONSCIOUS MANIFESTATION OF GUARDS' FRUSTRATIONS, WHICH MUST BE REMEDIED. THE MODEL PROPOSED ENCOMPASSES ACTIVE TEACHING ON STRUCTURAL PROBLEMS AND AN INTEGRATED VIEW OF THE PENAL SYSTEM REQUIRING BASIC TRAINING FOR PERSONNEL RECRUITS IN ALL SPECIALTIES FOLLOWED BY MORE SPECIALIZED TRAINING TO PROMOTE CAREER ADVANCEMENT, EVEN TO OTHER RELATED FIELDS. TWO RESEARCH DIRECTIONS IN PARTICULAR CONTRIBUTE TO A CURRENT MOVEMENT AWAY FROM ADVOCACY OF PRISONER REHABILITATION: ON ONE HAND, EVALUATIVE RESEARCH HOLDS THAT NONE OF THE REHABILITATIVE EFFORTS WORK, WHILE ON THE OTHER HAND RADICAL CRIMINOLOGY IDEALISTICALLY ENCOURAGES JUSTICE AND EQUAL TREATMENT FOR PRISONERS AND RENEWED INTEREST IN ETHICAL CONSIDERATIONS TO MAKE PRISON EMPLOYMENT WORTHWHILE. IT IS CONCLUDED THAT: (1) THE PROBLEM OF PRISON GUARDS CAN BE RESOLVED WITHIN THE EXISTING PENITENTIARY FRAMEWORK IF THE WILL TO CHANGE, PLANNING, AND EVALUATION ARE PRESENT; (2) WIDESPREAD CRIME NECESSITATES EDUCATION OF PRISON GUARDS TO ALLEVIATE THEIR ALIENATION; AND (3) ADMINISTRATIVE AND CRIMINAL JUSTICE PRACTICES DO NOT ALWAYS HAVE THE FLEXIBILITY NECESSARY FOR TEAMWORK. REFERENCES ARE SUPPLIED.—IN FRENCH.

35. **INDIANA DEPARTMENT OF CORRECTION, 804 STATE OFFICE BUILDING, 100 NORTH SENATE AVENUE, INDIANAPOLIS IN 46204. INDIANA—DEPARTMENT OF CORRECTION—CURRICULUM DESIGN PHASE 2—PERSONNEL ASSESSMENT AND TRAINING SYSTEM FINAL REPORT.** 54 p. 1972. **NCJ-12813**

SUGGESTED EDUCATIONAL MATERIAL FOR CORRECTIONAL STAFF OFFICERS TRAINING COURSE FOCUSING ON BEHAVIORS AND SKILLS NECESSARY FOR EFFECTIVE JOB PERFORMANCE. INCLUDED ARE SUGGESTED COURSE SEQUENCES, TITLES, AND SUGGESTED LEVELS (DEPARTMENT-WIDE OR FACILITY) AT WHICH INSTRUCTION IS TO BE PROVIDED. SEE NCJ-12814 FOR AN OVERVIEW OF THE EVOLUTION OF THIS BEHAVIOR AND SKILLS APPROACH.

36. **INDIANA DEPARTMENT OF CORRECTION, 804 STATE OFFICE BUILDING, 100 NORTH SENATE AVENUE, INDIANAPOLIS IN 46204. INDIANA—DEPARTMENT OF CORRECTION—JOB ASSESSMENT PHASE 1—PERSONNEL ASSESSMENT AND TRAINING SYSTEM FINAL REPORT.** 60 p. 1972. **NCJ-12814**

DETERMINATION OF BEHAVIORAL AREAS AND PARTICULAR SKILLS NECESSARY FOR SUCCESSFUL CORRECTIONS OFFICERS' JOB PERFORMANCE BASED ON INTERVIEWS WITH STAFF AND DATA ANALYSIS. THIS INFORMATION WAS NEEDED TO DESIGN AND ENACT A COMPREHENSIVE STAFF DEVELOPMENT PROGRAM. INTERVIEWS WITH EMPLOYEES PROVIDED INFORMATION ON THE KINDS OF SITUATIONS THEY ENCOUNTERED, THE SKILLS NECESSARY FOR EFFECTIVE RESOLUTION OF PROBLEMS PRESENTED, AND THE AREAS OF BEHAVIOR (HANDLING EMERGENCY SITUATIONS, COUNSELING, AND INSTRUCTING) NECESSARY FOR A HIGH STANDARD OF JOB PERFORMANCE. IT WAS CONCLUDED THAT AN EFFECTIVE TRAINING PROGRAM COULD BE INSTITUTED AT THREE LEVELS—DEPARTMENT-WIDE, AT EACH FACILITY, AND ON THE JOB. SEE NCJ-12813 FOR THE CURRICULUM DESIGN DEVELOPED BY THIS PROJECT.

37. **G. D. JACOBSON. OREGON—CORRECTIONS DIVISION—TRAINING 1971-1973 A SUMMARY OF MAJOR DEVELOPMENTS.** OREGON CORRECTIONS DIVISION, 170 12TH STREET, SE, SALEM OR 97310. 17 p. 1973. **NCJ-12546**

DESCRIPTION OF DIVISION ACTIVITIES, DEVELOPMENTS, PRIORITIES, ORGANIZATION, AND RESOURCES. THE REPORT INCLUDES AN OUTLINE OF THE TRAINING DIVISION CURRICULUM FOR ORIENTING ALL NEW EMPLOYEES AND TRAINING CORRECTIONAL OFFICERS.

38. **E. H. JOHNSON. CHANGING WORLD OF THE CORRECTIONAL OFFICER (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407).** SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 10 p. 1978. **NCJ-57408**

CORRECTIONAL INSTITUTIONS MUST BE CHANGED BEFORE CORRECTIONAL OFFICERS CAN BE FREE OF THE CONTRADICTIONS THAT RESULT FROM TRYING TO COMBINE REHABILITATION WITH PUNISHMENT. CRITICS OF CORRECTIONAL INSTITUTIONS HAVE FAILED TO RECOGNIZE THAT PRISON GUARDS ARE AS MUCH A PRODUCT OF THE ENVIRONMENT OF CORRECTIONAL INSTITUTIONS AS ARE INMATES. AS A SOCIAL SYSTEM, THE CUSTODIAL PRISON PRESENTS RELATIVELY FIXED WAYS FOR STAFF MEMBERS AND INMATES TO RELATE TO ONE ANOTHER. EVEN THOUGH CORRECTIONAL OFFICERS HAVE THE LOWEST STATUS POSITION AMONG THE STAFF, THEY HAVE THE MOST DIRECT CONTACT WITH THE PRISONERS. HOWEVER, THEIR INTERACTION WITH THE INMATES IS GOVERNED BY THE OFTEN CONFLICTING INSTRUCTIONS THEY RECEIVE FROM HIGHER PLACED OFFICIALS IN THE SYSTEM. TO A LARGE EXTENT, THE CONFUSION RESULTS FROM THE FACT THAT GUARDS ARE INSTRUCTED TO SOMEHOW SIMULTANEOUSLY CARRY OUT

STRICT SURVEILLANCE OF INMATES WHILE MOTIVATING INMATES TO REFORM. THE SURVEILLANCE OF INMATES IS AIMED AT SUPPRESSING VIOLATIONS OF PRISON RULES; YET, OFFICERS ARE GIVEN LITTLE CLEAR DIRECTION IN ENFORCING THESE RULES. RECENTLY, THERE HAS BEEN A MOVEMENT TOWARDS SHIFTING AWAY FROM THE TERM 'PRISON GUARD' TO 'CORRECTIONAL OFFICER.' IF THIS IS TO BE MORE THAN JUST A COSMETIC CHANGE, THEN CORRECTIONAL INSTITUTIONS MUST MOVE AWAY FROM AN EXCLUSIVE PREOCCUPATION WITH CONTAINMENT OF INMATES TO AN ORIENTATION WHICH STRESSES MOVING INMATES TOWARD ACCEPTANCE OF THEMSELVES AS LAW-ABIDING CITIZENS. REFERENCE ARE PROVIDED.

39. **JOINT COMMISSION ON CORRECTIONAL MANPOWER AND TRAINING. PERSPECTIVES ON CORRECTIONAL MANPOWER AND TRAINING.** 158 p. 1970. **NCJ-02187**

EDUCATION, DEVELOPMENT, AND EFFECTIVE UTILIZATION OF INDIVIDUALS IN CORRECTIONS, A FIELD BEING RESHAPED BY SOCIAL CHANGE AND PRESSURES FOR INCREASED EFFECTIVENESS. MATERIAL DRAWN HEAVILY FROM NATIONAL SURVEYS, SITE VISITS, SEMINAR REPORTS, CONSULTANTS' PAPERS, AND ORIGINAL MATTER PROVIDED BY INDIVIDUALS EXAMINES SUCH SUBJECTS AS CORRECTIONAL MANPOWER IN THE COMMUNITY, THE BARRIERS TO CHANGE IN CORRECTIONS, SPECIALIZED MANPOWER, VOLUNTEERS, EDUCATIONAL DEVELOPMENT, RECRUITMENT, AND MAXIMIZING POTENTIAL MANPOWER RESOURCES.

Availability: AMERICAN CORRECTIONAL ASSOCIATION, 4321 HARTWICK ROAD, COLLEGE PARK MD 20740.

40. **JOINT COMMISSION ON CORRECTIONAL MANPOWER AND TRAINING. TARGETS FOR IN-SERVICE TRAINING.** 66 p. 1967. **NCJ-00420**

SEMINAR EXPLORED EFFECTIVE IN-SERVICE TRAINING NEEDED BY EVERY GROUP WORKING IN REHABILITATING PUBLIC OFFENDERS. THE PARTICIPANTS WERE CORRECTIONAL ADMINISTRATORS, PERSONNEL FROM COUNCILS ON CRIME AND DELINQUENCY, COUNCILS OF GOVERNMENT, AND EDUCATORS. AN OVERVIEW OF INSERVICE TRAINING LOOKED AT DEFINITIONS, OBJECTIVES, AND ADAPTATIONS. OTHER AREAS COVERED WERE—TRAINING METHODS, COLORADO TRAINING PROGRAMS, ORGANIZATIONAL ARRANGEMENTS FOR TRAINING, AND EVALUATION OF IN-SERVICE TRAINING. AFTER EACH PAPER THERE WAS A QUESTION AND ANSWER AND DISCUSSION PERIOD. A FINAL SUMMARY TABULATED MANPOWER REQUIREMENTS, CORRECTIONAL EMPLOYEES AND DISCUSSED THE IMPORTANCE OF CENTRAL TRAINING ORGANIZATIONS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

41. **JOINT COMMISSION ON CORRECTIONAL MANPOWER AND TRAINING. TIME TO ACT—FINAL REPORT OF THE JOINT COMMISSION ON CORRECTIONAL MANPOWER AND TRAINING.** 96 p. 1969. **NCJ-02188**

COMPREHENSIVE REVIEW OF THE STATE OF CORRECTIONAL MANPOWER AND RECOMMENDATIONS FOR IMPROVEMENT. UNDER THE SPONSORSHIP OF ITS 95 MEMBER ORGANIZATIONS, THE JOINT COMMISSION HAS CONDUCTED THE MOST COMPREHENSIVE ANALYSIS EVER UNDERTAKEN OF THE EDUCATION, TRAINING, AND MANPOWER UTILIZATION NEEDS OF THE NATION'S CORRECTIONAL AGENCIES. ITS FAR-REACHING STUDIES HAVE TOUCHED ALMOST EVERY CORRECTIONAL AGENCY IN THE COUNTRY, A LARGE NUMBER OF EDUCATIONAL INSTITUTIONS, AND A NATIONAL SAMPLE OF THE GENERAL PUBLIC. THIS REPORT IS OF SPECIAL SIGNIFICANCE TO THE CORRECTIONS COMMUNITY, THE EDUCATIONAL COMMUNITY, FEDERAL, STATE AND LOCAL LEGISLATIVE BODIES, AND THE PUBLIC AT LARGE. IT IS HOPED THAT THESE GROUPS WILL MERGE THEIR CONCERNS ABOUT CRIME AND ITS REDUCTION BY CREATING AND SUPPORTING IMAGINATIVE MANPOWER DEVELOPMENT PROGRAMS FOR CORRECTIONS. MANY OF THE RECOMMENDATIONS WILL REQUIRE NEW FEDERAL AND STATE LEGISLATION TO ENSURE THEIR FULL IMPLEMENTATION. OTHERS DEMAND CHANGES IN ATTITUDES, POLICIES AND PRACTICES ON THE PART OF CORRECTIONAL AGENCIES, HIGHER EDUCATION, PRIVATE INDUSTRY AND THE PUBLIC. (AUTHOR ABSTRACT)

Availability: AMERICAN CORRECTIONAL ASSOCIATION, 4321 HARTWICK ROAD, COLLEGE PARK MD 20740.

42. **H. JUNG, H. G. MEY, H. MUELLER-DIETZ, and K. P. ROTTHAUS, Eds. STAFF OF THE TREATMENT-ORIENTED CORRECTIONAL SYSTEM FUNCTION, SELECTION, TRAINING, AND CONTINUING EDUCATION REPORT OF THE STANDING COMMITTEE ON CRIMINAL LAW AND CORRECTIONS OF THE FEDERAL UNION FOR PRISONER ASSISTANCE. (MITARBEITER DES BEHANDLUNGSVOLLZUGES—FUNKTION, AUSWAHL, AUSBILDUNG, WEITERBILDUNG—FACHAUSSCHUSS 1 'STRAFRECHT UND STRAFVOLLZUG' DES BUNDESZUSAMMENSCHLUSSES FUER STRAFFAELLIGENHILFE.)** BUNDESZUSAMMENSCHLUSSES FUER STRAFFALLIGENHILFE, FRIEDRICH-ERBERT-STRASSE 11A, 5300 BONN-BAD GODESBERG, WEST GERMANY. 62 p. 1978. West Germany. (In *German*) **NCJ-60626**

THE PLAN OF THE SPECIAL COMMITTEE FOR CRIMINAL LAW AND CORRECTIONS OF THE WEST GERMAN FEDERAL UNION FOR PRISONERS TO CREATE A BETTER SYSTEM FOR SELECTING AND TRAINING CORRECTIONS STAFF IS REPORTED. TREATMENT IS CONSIDERED TO BE AN INTERACTION PROCESS FOUNDED ON SOCIAL SCIENCE PRINCIPLES; SUCCESSFUL TREATMENT REQUIRES EFFECTIVE COMMUNICATION AMONG STAFF AND PRISONERS, PARTICIPATION OF BOTH STAFF AND INMATES IN PRISON DECISIONMAKING, AND RELIEF OF CORRECTIONS OFFICERS' ROLE CONFLICT. THE BEST POSSIBLE OFFICERS CAN BE OBTAINED BY USING SET CRITERIA FOR SELECTION, RECRUITING WITH APPROPRIATE ADVERTISING, DEVELOPING A STANDARD SELECTION PROCESS, AND CHECKING PREDICTED SUITABILITY AGAINST PROFESSIONAL SUCCESS. IN TRAINING PROGRAMS AT ALL LEVELS, PRACTICAL APPLICATIONS OF THEORETICAL PRINCIPLES ARE EMPHASIZED TO IMPROVE COMMUNICATIONS SKILLS AND COMPETENCE IN PROFESSIONAL ACTIVITIES. THE 2-YEAR TRAINING PROGRAM FOR CORRECTIONS OFFICERS, WHICH LEADS TO A CERTIFICATION EXAMINATION, CONSISTS OF A 1-MONTH EXPLORATION OF THE PROFESSION, A 6-MONTH INTRODUCTORY COURSE, A 5-MONTH PRACTICAL TRAINING COURSE, A 1-MONTH EVALUATION SEMINAR, A SECOND 5-MONTH PRACTICAL TRAINING COURSE, AND A FINAL COURSE IN PREPARATION FOR THE EXAMINATION. TESTS ARE GIVEN IN THE INTRODUCTORY COURSE AND IN THE SECOND PRACTICAL TRAINING COURSE TO EVALUATE SUITABILITY AND KNOWLEDGE WITHOUT INTERFERING WITH THE PRACTICAL LEARNING EXPERIENCE. SELECTION PROCEDURES AND TRAINING PROGRAMS FOR WORKSHOP OFFICERS AND MID-LEVEL ADMINISTRATORS, AS WELL AS FOR HIGH-LEVEL CORRECTIONS OFFICERS AND ADMINISTRATORS, FOLLOW THE SAME GENERAL PATTERN WITH SOME VARIATIONS. PROGRAMS FOR MEMBERS OF OTHER PROFESSIONS WORKING IN THE CORRECTIONS AREA ARE LIMITED TO A 1-MONTH FIELD EXPLORATION COURSE AND 5 MONTHS OF THEORY. DEVELOPMENT OF CONTINUING EDUCATION COURSES FOR ALL SPECIALTIES, INSTITUTION OF CORRECTIONS SCHOOLS IN EACH STATE AND CORRECTIONS ACADEMIES TO TRAIN ADVANCED-LEVEL WORKERS AND CORRECTIONS SCHOOL TEACHERS, AND REFORM OF CORRECTIONS INSTITUTIONS TO MAKE TRAINING MODIFICATIONS MEANINGFUL ARE REC-

OMMENDED. AN EXTENSIVE BIBLIOGRAPHY ARRANGED BY TOPICS IS PROVIDED.—IN GERMAN.

Supplemental Notes: PART OF SERIES OF GOVERNMENT PUBLICATIONS 'SCHRIFTENREIHE DES BUNDEZUSAMMENSCHLUSSES FUER STRAFFAELLIGENHILFE' N 21.

43. **G. T. KOWITZ, W. H. GRAVES, and G. B. DRONBERGER. CHANGING APPROACHES TO CORRECTIONS.** PERGAMON PRESS, INC, MAXWELL HOUSE, FAIRVIEW PARK, ELMSFORD NY 10523. *JOURNAL OF CRIMINAL JUSTICE,* V 2, N 2 (SUMMER 1974), P 173-175. **NCJ-16837**

A STUDY FOUND PHILOSOPHIES AND ATTITUDES TOWARD HUMAN INTERACTIONS CAN BE GENERATED IN NEW EMPLOYEES THROUGH A RELATIVELY BRIEF, INTENSIVE TRAINING PERIOD. A TRAINING COURSE FOR CORRECTIONAL OFFICER AND OTHER NEW EMPLOYEES WAS DESIGNED TO NURTURE POSITIVE ATTITUDES AND FOCUS ON REHABILITATION AS A PRIMARY GOAL AND CUSTODIAL TECHNIQUES AS SECONDARY. ATTITUDE QUESTIONNAIRES WERE DEVELOPED TO TEST ATTITUDES ON CORRECTIONAL TREATMENT BEFORE AND AFTER THE TRAINING. TRAINEE ATTITUDES WERE COMPARED TO THOSE OF COLLEGE STUDENTS WHO HAD COMPLETED AN INTERNSHIP IN CORRECTIONAL INSTITUTIONS. TESTING SHOWED A SIGNIFICANTLY MORE FAVORABLE ATTITUDE TOWARD REHABILITATION AFTER TRAINING THAN BEFORE. INTERNS WERE MORE ORIENTED TOWARD REHABILITATION THAN WERE TRAINEES PRIOR TO THE TRAINING, BUT ATTITUDES WERE SIMILAR AT THE COMPLETION OF THE TRAINING.

44. **W. D. LEEKE and H. M. CLEMENTS. CORRECTIONAL OFFICER AS A COUNSELOR—A PROMISING DEVELOPMENT IN MANPOWER UTILIZATION.** SOUTH CAROLINA DEPARTMENT OF CORRECTIONS, 4444 BROAD RIVER ROAD, P O BOX 766, COLUMBIA SC 29202. 11 p. **NCJ-10467**

TRAINING CORRECTIONAL OFFICERS TO FUNCTION IN A HELPING RELATIONSHIP WITH INMATES IS RECOMMENDED TO DECREASE NEED FOR PROFESSIONAL COUNSELORS IN CORRECTIONAL INSTITUTIONS. A TRAINING PROGRAM DESIGNED BY TWO PSYCHOLOGISTS WAS ADMINISTERED TO CORRECTIONAL OFFICERS FROM VARIOUS DEPARTMENTS OF CORRECTION. A PORTION OF THE PROGRAM INVOLVED THE DEVELOPMENT OF THREE NECESSARY THERAPEUTIC CONDITIONS. THE FIRST, GENUINENESS, REFERS TO AN HONEST OPENNESS TO EXPERIENCING WITHIN THE HELPING RELATIONSHIP. THE SECOND CONDITION, NON-POSSESSIVE WARMTH, IS A PRE-CONDITION FOR THE HELPING PERSON'S ABILITY TO SENSE THE FEELINGS OF THE PERSON BEING HELPED. THE FINAL CONDITION, ACCURATE EMPATHY, INVOLVES SENSIVITY TO WHAT THE PERSON BEING HELPED IS CURRENTLY FEELING AND THE VERBAL ABILITY TO COMMUNICATE THIS UNDERSTANDING. RESULTS SHOWED THAT AFTER COMPLETING THE TRAINING PROGRAM, THE CORRECTIONAL OFFICERS SIGNIFICANTLY INCREASED THEIR ABILITY TO PROVIDE ACCURATE EMPATHY. THE IMPROVEMENTS IN THE OTHER TWO THERAPEUTIC CONDITIONS WERE NOT AS SIGNIFICANT. ONE SUGGESTED EXPLANATION IS THAT CONSIDERABLE EXPOSURE IS REQUIRED TO BECOME COMFORTABLE AND GENUINE IN THIS FUNCTION.

45. **A. M. MARCUS, Ed. PRISON SOCIETY AND THE FUTURE (FROM PRISON, SOCIETY AND THE FUTURE-A WORKSHOP—PROCEEDINGS, PART 3, 1977, BY A M MARCUS—SEE NCJ-62517).** UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER 8, BRITISH COLUMBIA, CANADA. 43 p. 1977. Canada. **NCJ-62520**

A WORKSHOP PANEL COMPOSED OF A CRIMINOLOGIST, POLITICIAN, AND A PSYCHIATRIST DISCUSSES THE ROLE OF PRISONS IN 1977 AND IN THE FUTURE, WITH PARTICULAR REFERENCE TO THE CANADIAN CORRECTIONS SYSTEM. PUBLIC OPINION SUPPORTED BY MANY CORRECTIONS OFFICIALS AND CRIMINOLOGISTS DISPARAGES THE ABILITY OF PRISONS TO RECTIFY THE CRIMINAL BEHAVIOR OF INMATES. AT THE SAME TIME, A PUNITIVE ATTITUDE IS INCREASING WHICH SEEKS MORE AND LONGER PRISON TERMS. ALTHOUGH THERE IS EVIDENCE THAT PRISON IS A DEADENING AND DESTRUCTIVE EXPERIENCE FOR INMATES, AS LONG AS SOCIETY DEMANDS PRISONS AS A PUNITIVE RESPONSE TO CRIME, EVERY ATTEMPT SHOULD BE MADE TO MODIFY THE BEHAVIOR OF INMATES TO CONFORM TO ACCEPTED SOCIAL NORMS UPON RELEASE. PRISON TERMS, HOWEVER, SHOULD NOT BE BASED UPON PROGRESS TOWARD REHABILITATION GOALS. IF THE FUTURE IN CORRECTIONS IS TO TAKE US WHERE WE HAVE NOT ALREADY BEEN, ALTERNATIVES TO IMPRISONMENT SHOULD INCREASE WHILE THE NUMBER OF OFFENDERS IMPRISONED SHOULD DECREASE. ALTHOUGH SOCIETY'S URGE TO PUNISH THOSE WHO VIOLATE ITS STANDARDS WILL PROBABLY NOT DIMINISH, NEW FORMS OF PUNISHMENT CAN BE DEVISED WHICH OFFER A BETTER HOPE THAN PRISONS OF A CONSTRUCTIVE CHANGE IN THE OFFENDER. A CRITICAL ISSUE FOR THE FUTURE WILL BE THE IDENTIFICATION AND CONTROL OF DANGEROUS OFFENDERS. AN IMMEDIATE CONCERN IS THE SELECTION AND TRAINING OF A CORRECTIONAL STAFF THAT CAN MANAGE AND RELATE TO INMATES SO THAT ANTAGONISMS DO NOT UNNECESSARILY DEVELOP AND THE PRISON ENVIRONMENT CAN BE AS HUMANE AND CONDUCIVE TO REHABILITATION AS IS POSSIBLE. DISCUSSIONS BETWEEN THE PANELISTS AND WORKSHOP PARTICIPANTS ARE PRESENTED.

46. **MARYLAND POLICE TRAINING COMMISSION, 7 CHURCH LANE, ROOM ONE, PIKESVILLE MD 21208; MARYLAND CORRECTIONAL TRAINING COMMISSION, P O BOX 3333, HAGERSTOWN MD 21740. MARYLAND—POLICE AND CORRECTIONAL TRAINING COMMISSIONS—REPORT TO THE GOVERNOR, THE SECRETARY OF PUBLIC SAFETY AND CORRECTIONAL SERVICES, AND MEMBERS OF THE GENERAL ASSEMBLY, 1976-1977.** 58 p. 1977. **NCJ-47009**

POLICE AND CORRECTIONAL TRAINING ACTIVITIES IN MARYLAND DURING FISCAL 1977 ARE DOCUMENTED IN A COMBINED REPORT OF THE POLICE AND CORRECTIONAL TRAINING COMMISSIONS. THE TWO COMMISSIONS ARE SEPARATE AND DISTINCT, BUT BOTH ARE LOCATED WITHIN THE STATE DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES, BOTH OPERATE UNDER A SINGLE BUDGET, AND BOTH ARE SUPPORTED BY THE SAME EXECUTIVE DIRECTOR AND STAFF. THE ANNUAL REPORT COVERS THE ADMINISTRATION OF BOTH COMMISSIONS AS WELL AS DEVELOPMENTS IN POLICE AND CORRECTIONAL TRAINING IN MARYLAND DURING THE YEAR. ATTENTION IS DRAWN TO TWO NEWLY MANDATED PROGRAMS DEVELOPED FOR THE CORRECTIONAL TRAINING COMMISSION—A 5-DAY SUPERVISORS' PROGRAM AND A 3-DAY ORIENTATION PROGRAM FOR JAIL AND CORRECTIONAL INSTITUTION PERSONNEL OTHER THAN CORRECTIONAL OFFICERS AND CLASSIFICATION COUNSELORS. ALTHOUGH SIX POSITIONS IN THE STATE'S CORRECTIONAL TRAINING ACADEMY WERE ELIMINATED AFTER FEDERAL FUNDING EXPIRED, A STATE LEGISLATIVE SUBCOMMITTEE HELD HEARINGS AND ISSUED A REPORT RECOMMENDING CONTINUATION OF THE ACADEMY. AN EVALUATION OF THE ENTRANCE-LEVEL CURRICULUM FOR POLICE WAS UNDERTAKEN, AND MODIFICATIONS OF THE CURRICULUM ARE EXPECTED IN FISCAL 1978. SUPPORTING DATA ON TRAINING PROGRAM PARTICIPATION AND EXPENDITURES ARE INCLUDED.

Supplemental Notes: SIXTH ANNUAL REPORT OF THE MARYLAND CORRECTIONAL TRAINING COMMISSION AND THE ELEVENTH ANNUAL REPORT OF THE MARYLAND POLICE TRAINING COMMISSION.

Availability: NCJRS MICROFICHE PROGRAM.

47. **S. MCCONVILLE, Ed. USE OF IMPRISONMENT—ESSAYS IN THE CHANGING STATE OF ENGLISH PENAL POLICY.** 140 p. 1975. United Kingdom. **NCJ-34220**

A COLLECTION OF EIGHT ESSAYS WHICH DEAL WITH THE ADMINISTRATIVE, ORGANIZATIONAL, STAFFING, LEGAL, AND PHILOSOPHICAL ASPECTS OF THE CHANGING ENGLISH PENAL SYSTEM. IN DIFFERENT WAYS, THE MAJORITY OF THE ESSAYS PRESENTED IN THIS TEXT EMPHASIZE THE FAILURE OF THE TREATMENT MODEL OF IMPRISONMENT, AND NOTE OR EVEN SUPPORT THE SHIFT FROM REHABILITATIVE AIMS TO THE OBJECTIVE OF 'HUMANE CONTAINMENT'. AMONG THE SPECIFIC TOPICS DISCUSSED IN THESE ESSAYS ARE PRISONERS' RIGHTS AND GRIEVANCES, CORRECTIONAL STAFF TRAINING AND ORGANIZATION, PSYCHOLOGICAL TREATMENT IN PRISONS, THE IMPRISONMENT OF WOMEN, CUSTODIAL ALTERNATIVES, AND THE HISTORY OF PENAL REFORM.

Availability: ROUTLEDGE AND KEGAN PAUL LTD, 39 STORE STREET, LONDON WC1E 7DD, ENGLAND.

48. **J. M. MENARD. PREPARING CORRECTIONAL OFFICERS AND INMATES FOR THEIR INTERACTION.** HAWORTH PRESS, 149 FIFTH AVENUE, NEW YORK NY 10010. *OFFENDER REHABILITATION,* V 1, N 3 (SPRING 1977), P 241-249. **NCJ-42992**

AREAS TO BE ADDRESSED IN TRAINING CORRECTIONAL OFFICERS FOR A MORE POSITIVE INTERACTION WITH INMATES ARE DISCUSSED, AND INMATE VIEWS OF STAFF ARE ALSO TREATED. IT IS RECOMMENDED THAT BOTH CORRECTIONAL OFFICERS AND INMATES BE PREPARED FOR THEIR INTERACTION. A NATIONAL, PROFESSIONALLY DEVELOPED ORIENTATION PROGRAM FOR INMATES OFFERRED IN TANDEM WITH A TRAINING PROGRAM ESPECIALLY DEVELOPED FOR CORRECTIONAL OFFICERS IS SUGGESTED. THE FOLLOWING ARE SUGGESTED AS AREAS TO BE COVERED: THE DEFINED ROLE OF THE CORRECTIONAL OFFICER AS OPPOSED TO THE INCARCERANT'S PERCEPTION OF THAT ROLE; THE DIVERSITY OF INMATE PERSONALITIES AND SOCIAL HISTORIES; THE INFLUENCE OF EXTERNAL FACTORS ON THE DAY-TO-DAY LIVES OF PRISON EMPLOYEES AND INMATES; THE FINANCIAL REALITIES ASSOCIATED WITH THE CORRECTIONAL COMPONENT OF THE CRIMINAL JUSTICE SYSTEM; AND THE GOAL OF ACHIEVING MORE QUALIFIED, CAPABLE, AND COMMITTED EMPLOYEES WITHIN THE CORRECTIONS SYSTEM.

49. **MICHIGAN DEPARTMENT OF CORRECTIONS, STEVENS T MASON BUILDING, LANSING MI 48913. MICHIGAN—JAILER SPECIALIST TRAINING PROGRAM—FINAL REPORT.** 63 p. 1973. **NCJ-11191**

FIRST YEAR REPORT ON DEVELOPMENT AND IMPLEMENTATION OF A REGIONALIZED TRAINING PROGRAM FOR COUNTY AND CITY LEVEL CORRECTIONAL OFFICERS. COURSES OF FIVE SEPARATE LENGTHS WERE ESTABLISHED TO PROVIDE EDUCATION IN BEHAVIORAL AND DRUG ABUSE AREAS AS NEEDED SUPPLEMENTS TO MORE ROUTINE KNOWLEDGE OF SECURITY AND CUSTODIAL TECHNIQUES. PROGRAMS RANGING FROM A ONE-DAY, EIGHT-HOUR SEMINAR TO A FOUR-WEEK, 160-HOUR PROGRAM, AND EVEN A CORRESPONDENCE COURSE WERE NEEDED TO MEET THE NEEDS OF THE JAILS THROUGHOUT THE STATE. THE TRAINING WAS AIMED AT THOSE CORRECTIONS PERSONNEL WHO HAVE FINISHED THEIR FORMAL EDUCATION AND ARE SETTLED IN A CORRECTIONS CAREER. THE COMMUNITY AND JUNIOR COLLEGES WERE USED AS THE REGIONAL TRAINING CENTERS, WITH APPROPRIATE COLLEGE CREDIT BEING OFFERED FOR EACH TYPE OF PROGRAM. THE PROGRAM WAS EXPANDED TO INCLUDE SPECIAL SUBJECTS FOR JAIL MATRONS. EVALUATION INDICATES THAT THE PROGRAM HAS BEEN NECESSARY AND SUCCESSFUL. LETTERS OF COMMENT AND COMMENDATION FROM PARTICIPANTS ARE INCLUDED.

50. **MILITARY OFFENDERS COMMITTEE, 1829 MIAMI, LEAVENWORTH KS 66048. EDUCATION FOR CORRECTIONAL PERSONNEL (MILITARY TRAINING PROGRAMS).** 12 p. 1972. **NCJ-06872**

OVERVIEWS OF THE CORRECTIONAL EDUCATION PROGRAMS UTILIZED BY THE UNITED STATES ARMY, AIR FORCE, NAVY, AND MARINE CORPS. EACH OF THE MILITARY SERVICE'S CORRECTIONS TRAINING PROGRAMS IS OUTLINED IN TURN, MENTIONING SUCH ITEMS AS THE PROGRAM'S GOALS, AREAS OF EMPHASIS, AND ORGANIZATION.

Supplemental Notes: AMERICAN CONGRESS OF CORRECTIONS, PITTSBURGH PENNSYLVANIA, AUGUST 19-26, 1972.

51. **O. G. MINK and F. J. NUZUM. WEST VIRGINIA—COMPREHENSIVE TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL—FINAL NARRATIVE REPORT (FROM JANUARY 1 THROUGH AUGUST 31, 1968.** WEST VIRGINIA UNIVERSITY. 132 p. 1968. **NCJ-00378**

IMPLEMENTATION OF A PROGRAM INCLUDES ESTABLISHMENT OF PERMANENT INSTITUTES AND MODIFICATION OF INSTITUTIONAL IN-SERVICE TRAINING PROGRAMS. EXTENSION EDUCATION FOR CORRECTIONAL PERSONNEL, DEGREE PROGRAMS, CIVIL SERVICE STATUS, AND REGIONAL CRIME AND CORRECTIONS TRAINING CENTERS SHOULD ADVANCE PROGRESS. METHODS OF EVALUATION AND DISSEMINATION ARE GIVEN.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

52. **NATIONAL COUNCIL ON CRIME AND DELINQUENCY, CONTINENTAL PLAZA, 411 HACKENSACK AVENUE, HACKENSACK NJ 07601. NATIONAL COUNCIL ON CRIME AND DELINQUENCY CORRECTIONAL TRAINING RESOURCE CENTER—FINAL REPORT, JULY 1, 1967—JUNE 15, 1969.** 21 p. 1969. **NCJ-13010**

DESCRIPTION OF FUNCTIONS OF THE CENTER, LISTS DOCUMENTS DISTRIBUTED, TYPES OF SERVICES OFFERED, AND PROJECTS AND ACTIVITIES. ONE OF THE BASIC FUNCTIONS OF THE TRAINING CENTER WAS TO INSTITUTE A SYSTEMATIC SEARCH FOR TRAINING MATERIAL. THIS REPORT INCLUDES DISCUSSION OF SEARCHES IN THE FOLLOWING AREAS—TEXTBOOKS, JOURNALS, ARTICLES, CORRECTIONAL TRAINING MANUALS, UNIVERSITY CURRICULA, BUSINESS AND INDUSTRIAL TRAINING, PRIVATE TRAINING, FILMS, SITE VISITS, AND DATA FROM SITCP (STATEWIDE IN-SERVICE TRAINING PROGRAMS FOR CORRECTIONAL PERSONNEL).

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

53. **P. ODELLAS. NEW YORK—DEPARTMENT OF CORRECTIONS—TRAINING ACADEMY BROCHURE—RECRUIT OFFICER TRAINING PROGRAM, V 1, N 1.** NEW YORK CITY DEPARTMENT OF CORRECTIONS TRAINING ACADEMY, RIKERS ISLAND, 18-00 HAZEN ST, EAST ELMHURST NY 11370. 28 p. 1980. **NCJ-63764**

THIS BROCHURE FOR THE NEW YORK CITY DEPARTMENT OF CORRECTIONS TRAINING ACADEMY CONTAINS COURSE DESCRIPTIONS AND ACADEMY REQUIREMENTS. THE ACADEMY, LOCATED ON RIKERS ISLAND, TRAINS RECRUIT OFFICERS FOR AN 8-WEEK PERIOD INCLUDING 27 DAYS OF CLASSROOM TRAINING AT THE FIRING RANGE. THE CORRECTIONS OFFICERS ARE ASSIGNED TO THE ACADEMY IMMEDIATELY UPON BEING HIRED BY THE CITY OF NEW YORK; HERE THEY LEARN JOB FUNCTIONS THROUGH LECTURES, DEMONSTRATIONS, AND SUPERVISED APPLICATION OF CORRECTIONAL SKILLS IN AUTHENTIC INSTITUTIONAL SETTINGS. AFTER COMPLETION OF THEIR PREPARATORY TRAINING, RECRUIT OFFICERS ARE CERTIFIED BY THE ACADEMY FOR ASSIGNMENT TO AN INSTITUTION. ALTHOUGH THEIR STATUS AS RECRUIT OFFICERS ENDS AT THIS POINT, THEY REMAIN PROBATIONARY OFFICERS FOR THE NEXT 10 MONTHS. REGULATIONS REGARDING ATTENDANCE (AB-

SENCES AND TARDINESS) AND CONDUCT ARE PRESENTED. THE TRAINING PROGRAM OPERATES ON A PASS OR FAIL SYSTEM AND EMPLOYS THREE COMPREHENSIVE EXAMINATIONS AND A PHYSICAL TRAINING TEST TO APPRAISE PERFORMANCE AND ATTITUDES. COSTS AND MATERIALS NEEDED FOR THE PROGRAM (BOOKS, UNIFORMS, UNIFORM ACCESSORIES) ARE DESCRIBED. A COMPLETE COURSE LIST INCLUDES DESCRIPTIONS OF SUCH CORRECTIONS CLASSES AS KEY AND TOOL CONTROL, COUNTERFEIT CURRENCY, BOMB THREATS AND INCIDENTS, REPORT WRITING, DEFENSIVE TRAINING, AND PENAL LAW. NAMES OF ADMINISTRATIVE AND SUPPORT STAFF ARE INCLUDED.

54. **OREGON CORRECTIONS DIVISION, 170 12TH STREET, SE, SALEM OR 97310. OREGON CORRECTIONS DIVISION—ORIENTATION MANUAL.** 159 p. 1978. **NCJ-60664**
A 10-DAY ORIENTATION COURSE FOR NEW EMPLOYEES OF THE OREGON COFRECTIONS DIVISION IS PRESENTED. THE FIRST DAY'S SESSION PRESENTS AN OVERVIEW OF STATE GOVERNMENT AND INTRODUCES THE STRUCTURE AND SERVICES OF THE CORRECTIONS DIVISION. THE OREGON COURT SYSTEM AND ITS RELATIONSHIP TO THE CRIMINAL JUSTICE SYSTEM, TOGETHER WITH LOCAL GOVERNMENT CORRECTIONS AND FIELD SERVICES, ARE TREATED ON THE SECOND DAY. ON DAY 3, INMATE ADJUSTMENT, ATTITUDES, AND THE ROLES AND STRUCTURE OF THE INMATE POPULATION ARE DISCUSSED, FOLLOWED BY A CONSIDERATION OF EFFECTIVE SECURITY MEASURES IN CORRECTIONAL FACILITIES AND THE PROPER ATTITUDES AND BEHAVIOR OF CORRECTIONAL OFFICERS IN THEIR SUPERVISION OF INMATES. TOURS OF THE OREGON STATE PENITENTIARY (THE STATE'S MAXIMUM SECURITY INSTITUTION) AND THE OREGON STATE CORRECTIONAL INSTITUTION) FOR YOUNG, FIRST-TERM OFFENDERS) ARE CONDUCTED ON THE FOURTH DAY, FOLLOWED BY A TOUR OF THE OREGON WOMEN'S CORRECTIONAL CENTER AND A BRIEFING ON THE NATURE AND SERVICES OF THE CORRECTIONS DIVISION RELEASE CENTER, AS WELL AS A DISCUSSION OF INMATE FIELD SERVICES IN THE SESSION ON DAY 5. A GENERAL DISCUSSION OF COMMUNICATION AND HUMAN GROWTH AND DEVELOPMENT, WITH ATTENTION TO THE RELATIONSHIP BETWEEN CONTEMPORARY THEORIES OF PERSONALITY GROWTH AND SICKNESS AND CORRECTIONS PROGRAMS, CONSTITUTES THE SIXTH DAY OF ORIENTATION. DAYS 7, 8, 9, AND 10 DEAL WITH THE STANFORD PRISON EXPERIMENT AND PSYCHOLOGICAL SPACE AND SUPPORT SYSTEMS, A DEFENSIVE DRIVING COURSE, STATE INSURANCE PROGRAMS, PERSONNEL POINTERS, TRAINING AND DEVELOPMENT PROGRAMS AND SERVICES, AND FIRST AID COURSES. THE APPENDIX DISCUSSES CORRECTIONS DIVISION MISSION AND GOALS. INFORMATION ON EACH TOPIC DISCUSSED, ALONG WITH ILLUSTRATIVE MATERIAL, IS INCLUDED IN THE MANUAL.

55. **L. ORLAND and N. GOROFF. CONNECTICUT CORRECTIONAL TRAINING ACADEMY—AN EXPERIMENT IN STAFF TRAINING.** CONNECTICUT CORRECTIONAL TRAINING ACADEMY, P O BOX 38, HADDAM CT 06438. 32 p. 1972. **NCJ-12036**
ACCOUNT OF STAFF TRAINING PROGRAM USING SIMULATION OF THE INCARCERATION EXPERIENCE. THIS PART OF THE STAFF TRAINING IS CONDUCTED AT HADDAM JAIL. THE PROGRAM INVOLVES THE INCARCERATION OF NEW, AS WELL AS EXPERIENCED CORRECTIONAL PERSONNEL FOR 48 HOURS. THE PERSONNEL ARE PROCESSED EXACTLY AS INCOMING INMATES, WITH HEAVY EMPHASIS ON MAKING IT TOUGH. IT IS FELT THAT THE ACTUAL EXPERIENCE OF THE PAINS OF IMPRISONMENT WILL EFFECT POSITIVE CHANGES IN THE GUARD'S ATTITUDES. THIS REPORT INCLUDES REACTIONS OF SEVERAL TRAINING PARTICIPANTS, NEWSPAPER EDITORIALS ON THE PROGRAM, AND A PAPER DISCUSSING THE USE OF SIMULATION AS A TRAINING TECHNIQUE.

56. **B. PALUDAN-MULLER. MODERN METHODS OF TREATMENT OF OFFENDERS.** ADMINISTRATIVE OFFICE OF THE UNITED STATES COURTS, SUPREME COURT BUILDING, WASHINGTON DC 20544. *FEDERAL PROBATION,* V 36, N 4 (DECEMBER 1972), P 36-42. **NCJ-09207**
MODERNIZATION OF DANISH PRISON SYSTEM ACHIEVED BY TRAINING PRISON OFFICERS AND WORK SUPERVISORS FOR THE DISCHARGE OF SOCIOEDUCATIONAL FUNCTIONS. THE DANISH PRISON ADMINISTRATION IS OPERATING MORE STRINGENT RECRUITMENT AND BASIC TRAINING PROGRAMS. NEW PRISON STAFFERS ARE SCHOOLED IN GROUP DYNAMICS, CRIMINAL LAW AND PROCEDURE, CRIMINOLOGY, SOCIOLOGY, PSYCHOLOGY, AND PSYCHIATRY. SPECIAL TRAINING IS GIVEN TO STAFF WHO ATTEND DRUG ADDICTS AND PSYCHOPATHIC CRIMINALS. TOTAL INSTITUTIONAL EFFECTIVENESS IS PURSUED THROUGH CONTINUING TRAINING OF BOTH OLD AND NEW STAFF.

57. **J. PARHAM. CLIENT WE SERVE.** UNIVERSITY OF GEORGIA INSTITUTE OF GOVERNMENT, ATHENS GA 30601. 14 p. 1975. **NCJ-32092**
THE COMPLEX FEELINGS OF THE POOR AND DISADVANTAGED ARE DESCRIBED IN ORDER TO HELP CORRECTIONAL PERSONNEL BE MORE SENSITIVE TO THE NEEDS OF THOSE IN CUSTODY. THE MOST PERNICIOUS EFFECT OF BEING POOR IS THE PESSIMISTIC LIFE VIEW AND PATTERN OF FAILURE THAT IS ACQUIRED BY THOSE WHO ARE POOR. ANOTHER INSIDIOUS EFFECT IS THE TENDENCY OF THE GENERAL PUBLIC TO BELIEVE THAT THE POOR ARE INFERIOR. THESE TWO EFFECTS COMPLEMENT EACH OTHER IN A VICIOUS CYCLE THAT LEADS TO STRONG FEELINGS OF DEPRIVATION, INSECURITY, AND POWERLESSNESS. THIS RESULTS IN LIMITATION OF LIFE OPPORTUNITIES, ALIENATION, AND FATALISTIC RESIGNATION. THE SENSE OF BEING DEPRIVED, RESULTING FROM AN INABILITY TO CONSUME IN THE AMERICAN CONSUMER SOCIETY, IS PROBABLY THE PRINCIPAL SOURCE OF EMBARRASSMENT AND INSECURITY FOR THE POOR. HOWEVER, BEING DISADVANTAGED ALSO MEANS BEING UNEDUCATED IN A WORLD THAT STRESSES LEARNING AND KNOW-HOW AND BEING UNSKILLED IN A WORK WORLD THAT HAS GOOD JOBS ONLY FOR THE SKILLED. DISADVANTAGED PERSONS BELIEVE THAT 'GETTING BY' IS A SAFER GOAL THAN 'GETTING AHEAD'. FEELING ISOLATED FROM THE MAINSTREAM OF SOCIETY, DISADVANTAGED CLIENTS NEED SELF-RESPECT AND AN ENHANCED FEELING OF SELF-WORTH. IN DEALING WITH CLIENTS, PROFESSIONALS SHOULD PROJECT THE EXPECTATION THAT CLIENTS CAN CHANGE AND THEY SHOULD HELP CLIENTS IMPROVE THEIR LIFE SITUATIONS. NO REFERENCES ARE PROVIDED.

58. **D. PARKER. RECEIVING SCREENING (FROM NATIONAL CONFERENCE ON MEDICAL CARE AND HEALTH SERVICES IN CORRECTIONAL INSTITUTIONS SECOND, PROCEEDINGS, 1976—SEE NCJ-58532).** AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO IL 60610. 5 p. 1976. **NCJ-58542**
A GEORGIA WORKSHOP TO TRAIN CORRECTIONAL PERSONNEL TO PERFORM MEDICAL RECEIVING SCREENING TASKS IS DESCRIBED. THE WORKSHOPS SPONSORED BY THE MEDICAL ASSOCIATION OF GEORGIA ARE TAUGHT BY A PHYSICIAN WHO HAS BEEN A FULL-TIME JAIL PHYSICIAN AND A CORRECTIONAL OFFICER WHO HAS HAD EXPERIENCE IN RECEIVING SCREENING. THE COURSE TRAINS CORRECTIONAL PERSONNEL TO DO THE FOLLOWING TASKS: (1) ADMINISTER THE RECEIVING SCREENING FORM; (2) PERFORM A GENERAL PHYSICAL ASSESSMENT, INCLUDING A DESCRIPTION OF GENERAL APPEARANCE DETECTION OF BREATHING DIFFICULTIES, RECORDING OF PULSE AND TEMPERATURE, DESCRIPTION OF SKIN APPEARANCE, AND RECOGNITION OF SIGNS OF DRUG AND ALCOHOL USE AND WITHDRAWAL; (3) ADMINISTER A URINE DIPSTICK TEST FOR SUGAR; AND (4)

MAKE APPROPRIATE DECISIONS CONCERNING THE NEED FOR MEDICAL CLEARANCE, DETOXIFICATION, OR SPECIAL HOUSING NEEDS. A TEACHING MANUAL FOR THE COURSE CONTINUES TO BE USED BY PARTICIPANTS IN THEIR JAILS AS A COMPARISON REFERENCE MANUAL IN THE USE OF THE RECEIVING SCREENING FORM DESIGNED FOR THE COURSE. AUDIOVISUAL AIDS WERE PRODUCED SPECIFICALLY FOR THE COURSE. LECTURES, GROUP DISCUSSION, AND ROLE PLAYING ARE USED. THE COURSE WAS DESIGNED TO BE REPLICABLE ON A LOCAL LEVEL, WITH THE SPONSORING AGENCY SUPPLYING THE TEACHERS AND SOME EQUIPMENT AND THE MEDICAL ASSOCIATION OF GEORGIA PROVIDING THE TEACHING MATERIALS AND AUDIOVISUALS.

59. B. C. PENNINGTON. BEHAVIOR IS WHATEVER SOMEBODY DOES. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 30 p. **NCJ-61921**

IN BOOKLET TWO OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TYPES OF BEHAVIOR ARE DEFINED AND DISCUSSED AND PRINCIPLES OF BEHAVIOR MODIFICATION ARE PRESENTED. THIS SELF-INSTRUCTIONAL PROGRAM CONSISTS OF INFORMATION REGARDING BEHAVIOR AND BEHAVIOR MODIFICATION PRESENTED IN ILLUSTRATED NARRATIVE FORM WITH MULTIPLE CHOICE, FILL-IN, AND SITUATIONAL QUESTIONS INCLUDED THROUGHOUT; CORRECT ANSWERS ARE PROVIDED IMMEDIATELY FOLLOWING THE QUESTIONS FOR FEEDBACK ON COMPREHENSION. USERS SHOULD START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE OR MARK ANSWERS AS DIRECTED, AND CHECK COMPLETED WORK. THE THEME IS THAT EACH INMATE IS IN PRISON BECAUSE OF HIS BEHAVIOR, AND THE CORRECTIONAL OFFICER'S BEHAVIOR SHOULD HELP THE INMATE TO CHANGE. IF THE INMATE'S BEHAVIOR IS CHANGED SUCCESSFULLY, THEN HE IS 'REHABILITATED' OR 'CORRECTED.' TO CHANGE BEHAVIOR, ACTORS MUST UNDERSTAND THE REASONS PEOPLE BEHAVE AS THEY DO. IN ADDITION, THEY MUST BE ABLE TO DISTINGUISH AMONG BEHAVIOR TYPES. OVERT BEHAVIOR CAN BE SEEN, HEARD, OR PHYSICALLY FELT; COVERT BEHAVIOR CANNOT BE SEEN, HEARD, OR FELT. DAYDREAMING AND THINKING ARE EXAMPLES OF COVERT BEHAVIOR. FREQUENTLY, COVERT AND OVERT BEHAVIORS OCCUR AT THE SAME TIME. FOR EXAMPLE, A PERSON WHO IS HITTING AND YELLING (OVERT) IS PROBABLY ALSO MAD (COVERT). BEHAVIORAL SCIENCE DEALS WITH OVERT BEHAVIOR. IT IS BEHAVIORAL SCIENCE THAT IS IMPORTANT TO CORRECTIONAL OFFICERS. BEHAVIORAL DESCRIPTIONS ARE IMPORTANT IN DETERMINING HOW TO CHANGE UNACCEPTABLE BEHAVIOR. THEY ARE ALSO IMPORTANT IN COURT TESTIMONY AND SHOULD BE ACCURATE AND SPECIFIC. IT IS IMPORTANT TO REMEMBER THAT BEHAVIOR IS NOT IN ITSELF 'GOOD' OR 'BAD;' THE SITUATIONS IN WHICH THE BEHAVIOR OCCURS DETERMINE WHETHER SOCIETY PRAISES OR CONDEMNS IT. BEHAVIORS WHICH ARE UNACCEPTABLE TO SOCIETY ARE CALLED CRIMES. BEHAVIORAL SCIENTISTS STRESS THE IMPORTANCE OF CHANGING A PERSON'S BEHAVIOR, NOT MERELY HIS ATTITUDE, TO ACHIEVE PERMANENT RESULTS.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET TWO.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

60. B. C. PENNINGTON. CONTRACTING FOR BEHAVIOR. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 40 p. **NCJ-61922**

IN BOOKLET EIGHT OF THIS 17-PART SELF-INSTRUCTIONAL SERIES, INTENDED PRIMARILY FOR USE BY CORRECTIONAL OFFICERS, CONTRACTING FOR BEHAVIOR IS DISCUSSED AS USED BY COUNSELORS IN HOMES FOR JUVENILES. CONTRACTING FOR BEHAVIOR IS DISCUSSED IN ILLUSTRATED NARRATIVE FORM; MULTIPLE CHOICE, FILL-IN, AND SITUATIONAL QUESTIONS ARE INCLUDED THROUGHOUT WITH ANSWERS PROVIDED ON PAGES FOLLOWING QUESTIONS FOR IMMEDIATE FEEDBACK ON COMPREHENSION. USERS SHOULD START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AS DIRECTED, AND CHECK COMPLETED WORK. CONTRACTS FOR BEHAVIOR ARE OFTEN CALLED CONTINGENCY CONTRACTS BECAUSE THEY STATE THAT A REINFORCER WILL BE GIVEN CONTINGENT ON THE BEHAVIOR BEING PERFORMED. TERMS OF THE CONTRACT MUST BENEFIT BOTH PEOPLE WHO SIGN AND MUST BE AGREED UPON MUTUALLY. TO CONTRACT FOR BEHAVIOR, EXACT BEHAVIOR DESIRED MUST BE SPECIFIED, I.E., BED MUST BE MADE EACH MORNING. POSSIBLE REINFORCERS WHICH ARE AVAILABLE IN MOST CORRECTIONAL INSTITUTIONS AND JUVENILE HOMES INCLUDE TELEVISION, TELEPHONE, AND VISITING PRIVILEGES. INITIAL CONTRACTS WITH YOUTH SHOULD ALWAYS PROVIDE FOR RICH, FREQUENT REINFORCERS TO BE DELIVERED IMMEDIATELY AFTER SMALL APPROXIMATIONS OF DESIRED BEHAVIOR. BONUSES FOR HIGH LEVELS OF PERFORMANCE SHOULD ALWAYS BE INCLUDED IN CONTRACTS. CONTRACTS MAY INCLUDE PENALTIES BUT MUST BE AGREED UPON BY BOTH PARTIES; THEY SHOULD BE LIMITED TO CRITICAL BEHAVIORS AND AVOIDED WHENEVER POSSIBLE. CONTRACT TERMS SHOULD BE FOLLOWED PRECISELY AND REVIEWED DAILY; NEW CONTRACTS SHOULD BE NEGOTIATED WEEKLY. SKETCHES ILLUSTRATE THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MANAGEMENT FOR COUNSELORS IN HOMES FOR JUVENILES—BOOKLET EIGHT.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

61. B. C. PENNINGTON. CRIME FIGHTING THEN 'TIL NOW. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 36 p. **NCJ-61923**

IN BOOKLET ONE OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, HIGHLIGHTS OF CORRECTIONAL HISTORY AND PRINCIPLES OF BEHAVIOR MODIFICATION ARE PRESENTED. THIS SELF-INSTRUCTIONAL PROGRAM CONSISTS OF SEVERAL SECTIONS OF INFORMATION, PRESENTED IN ILLUSTRATED NARRATIVE FORM, WITH EACH SECTION FOLLOWED BY MULTIPLE-CHOICE QUESTIONS. CORRECT ANSWERS ARE PROVIDED ON THE PAGES FOLLOWING THE TESTS. USERS SHOULD START AT THE BEGINNING OF THE BOOKLET AND WORK STRAIGHT THROUGH, WRITE OR MARK ANSWERS AS DIRECTED, AND CHECK COMPLETED WORK. THE IDEA OF FAIRNESS IN RETALIATION OF THE COMMISSION OF A CRIME WAS THE FIRST STEP TOWARD PRIMITIVE JUSTICE. BECAUSE INDIVIDUAL RETALIATION BECAME A CRIME ITSELF IN MANY CASES, COURTS WERE ESTABLISHED TO METE OUT DESERVED PUNISHMENT; THIS REPRESENTED THE FIRST STEP TOWARD CIVILIZED JUSTICE. AT THIS TIME, WHEN PUNISHMENTS WERE MOST HARSH, CRIME AND CORRUPTION FLOURISHED. SOME VICTIMS OF MEDIEVAL 'JUSTICE' WHO WERE NOT KILLED OR MUTILATED WERE OFTEN SENTENCED TO LIFE OR LONG YEARS CHAINED IN THE HULLS OF SHIPS. OCCASIONALLY SOME CONVICTED CRIMINALS WERE SIMPLY EXILED, OFTEN FROM ENGLAND TO AMERICA OR TO AUSTRALIA. IN AMERICA, THE FIRST REFORMS IN CRIMINAL JUSTICE WERE BROUGHT ABOUT BY WILLIAM PENN; IN THE 1600'S THE 'GREAT LAW' WAS PASSED PRESCRIBING PUNISHMENTS IN ACCORDANCE WITH THE MORE HUMANE QUAKER CRIMINAL CODE. PENNSYLVANIA AND MASSACHUSETTS WERE THE FIRST STATES TO SUBSTITUTE IMPRISONMENT FOR PHYSICAL PUNISHMENT AND DEATH PENALTIES. UNDER THE STRICT RELIGIOUS INFLUENCE OF THE QUAKERS, THE

PENNSYLVANIA PENITENTIARIES WERE DESIGNED AS PLACES OF REPENTANCE, WHERE PRISONERS WERE KEPT IN ISOLATION. THE INTENT OF THIS ISOLATION WAS REHABILITATION OR CORRECTION OF THE PRISONER, NOT JUST PUNISHMENT. IN CONTRAST TO THE PENNSYLVANIA SYSTEM, THE AUBURN SYSTEM OF NEW YORK ALLOWED PRISONERS TO WORK TOGETHER DURING THE DAY. BECAUSE OF EIGHTH AMENDMENT PROVISIONS OF THE CONSTITUTION FORBIDDING CRUEL AND UNUSUAL PUNISHMENT, LIVING CONDITIONS IN MANY PRISONS SLOWLY IMPROVED. IF CORRECTIONS PROGRAMS ARE TO WORK, HOWEVER, CORRECTIONAL OFFICERS MUST USE THEIR INFLUENCE TOWARD CORRECTION AND REHABILITATION.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELFINSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET ONE.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

62. **B. C. PENNINGTON. GETTING IT ALL TOGETHER.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 42 p. **NCJ-61924**

IN BOOKLET SEVENTEEN OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, THE METHODS AND PRINCIPLES DISCUSSED IN THE SERIES REGARDING BEHAVIOR MODIFICATION ARE ILLUSTRATED THROUGH A SAMPLE PROBLEM. TO STOP CRIME, CRIMINAL BEHAVIOR MUST BE CHANGED TO LAWABIDING BEHAVIOR. THE MODERN DAY CORRECTIONAL INSTITUTION IS SET UP TO BRING ABOUT SUCH BEHAVIORAL CHANGES, LARGELY THROUGH THE WORK OF CORRECTIONAL OFFICERS. IT IS IMPORTANT FOR THE OFFICER TO REINFORCE OR TEACH BEHAVIORS SUCH AS GOOD WORK HABITS, GOOD GROOMING, SOCIAL SKILLS, OBEDIENCE TO RULES, AND PARTICIPATION IN ACTIVITIES; EACH OF THESE BEHAVIORS INCREASE THE LIKELIHOOD THAT THE EX-OFFENDER WILL FUNCTION EFFECTIVELY IN THE FREE WORLD. IN THIS SAMPLE CASE, THE CORRECTIONAL OFFICER WANTS INMATES TO PAINT TWO BEDS PER MAN PER HOUR. HE FIRST USES THE CONTINUOUS RECORDING METHOD TO DETERMINE HOW MANY BEDS ARE CURRENTLY BEING PAINTED, AND GRAPHS THE RESULTS. HE DETERMINES THAT THE NUMBER OF BEDS NOW BEING PAINTED IS FAR BELOW WHAT HE CONSIDERS TO BE A REASONABLE GOAL. HOWEVER, RATHER THAN EXPECTING A LARGE STEP, HE SETS A SMALL INCREASE FROM PRESENT OUTPUT AS THE GOAL, AND REINFORCES GOAL FULFILLMENT WITH BREAKS (FREE TIME). IN TIME, THE MEN MEET INCREASED GOALS AND ARE ACTUALLY PROUD OF THEIR WORK. FINALLY, THE OFFICERS PROVIDES A SPECIAL BONUS WHEN THE ULTIMATE GOAL IS REACHED, SUCH AS A DAY OF LEISURE TO FISH OR TO SWIM. SKETCHES, GRAPHS, AND PROBLEMS ARE INCLUDED IN THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIORAL MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET SEVENTEEN.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

63. **B. C. PENNINGTON. GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 1.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 40 p. **NCJ-61925**

IN BOOKLET NINE OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TECHNIQUES IN COUNTING BEHAVIORS AND GRAPHING RESULTS TO PROVE CORRECTIONAL PLAN EFFECTIVENESS ARE DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON BEHAVIOR EVALUATION AND GRAPHING IN ILLUSTRATED NARRATIVE FORM; FILL-IN QUESTIONS EMPHASIZING MATHEMATICAL PROBLEMS ARE INCLUDED THROUGHOUT AND ANSWERS ARE PROVIDED. THE USER STARTS AT THE BEGINNING OF THE BOOKLET, WORKS STRAIGHT THROUGH, WRITES ANSWERS AS DIRECTED, AND CHECKS COMPLETED WORK. ONCE IT IS DETERMINED WHICH SPECIFIC BEHAVIORS ARE DESIRED FROM AN INMATE AND THE REINFORCEMENT TECHNIQUE ESTABLISHED, THE OFFICER SHOULD HAVE A CORRECTIONAL PLAN. CONTINGENCY CONTRACTS MAY OR MAY NOT BE INCLUDED. TO EVALUATE CORRECTIONAL PLAN EFFECTIVENESS, A SYSTEM OF COUNTING BEHAVIOR BEFORE, DURING, AND AFTER CORRECTIONAL PLAN USE SHOULD BE IMPLEMENTED. FOR EXAMPLE, THE CORRECTIONAL OFFICER SHOULD COUNT THE NUMBER OR REQUIRED TASKS COMPLETED BY AN INMATE AND RECORD THIS NUMBER ON A GRAPH WHICH ALSO INDICATES THE DAY OF THE WEEK. AFTER IMPLEMENTATION OF THE CORRECTIONAL PLAN, HE SHOULD REPEAT THE PROCEDURE; COMPARISON OF THE TWO GRAPHS WILL INDICATE WHETHER HIS PARTICULAR CORRECTIONAL PLAN IS HAVING A POSITIVE EFFECT ON THE INMATE'S WORK HABITS. TO FIND AN AVERAGE NUMBER OF BEHAVIORS PERFORMED PER HOUR, OR DAY, OR WEEK, THE TIME SHOULD BE DIVIDED INTO THE NUMBER OF BEHAVIORS. EACH GRAPH IS A CONTINUOUS RECORDING OF AN INMATE BEHAVIOR DURING SPECIFIED TIME PERIODS. SKETCHES AND SAMPLE GRAPHS ILLUSTRATE THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET NINE.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

64. **B. C. PENNINGTON. GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 2.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 34 p. **NCJ-61926**

IN BOOKLET TEN OF THIS 17-PART SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TECHNIQUES IN COUNTING BEHAVIORS, GRAPHING RESULTS, AND CALCULATION OF DAILY AND HOURLY RATES ARE DISCUSSED. THIS PROGRAM PROVIDES INFORMATION ON BEHAVIOR EVALUATION AND GRAPHING AND RELATED CALCULATIONS IN ILLUSTRATED NARRATIVE FORM; FILL-IN QUESTIONS AND MATHEMATICAL PROBLEM SOLVING ARE INCLUDED THROUGHOUT, WITH ANSWERS PROVIDED. THE USER STARTS AT THE BEGINNING OF THE BOOKLET, WRITES ANSWERS, SOLVES PROBLEMS AS DIRECTED, AND CHECKS COMPLETED WORK. SUGGESTIONS FOR CORRECTIONAL PLAN EFFECTIVENESS INCLUDE COUNTING BEHAVIOR BEFORE, DURING, AND AFTER PLAN IMPLEMENTATION; DEVELOPING A CONTINUOUS RECORDING METHOD FOR PLOTTING AN INDIVIDUAL INMATE'S BEHAVIOR ON THE GRAPH; AND FIGURING PLOTTING AN HOURLY RATE FOR EACH DAY. HOURLY RATES ARE CALCULATED BY DIVIDING THE NUMBER OF BEHAVIORS BY THE NUMBER OF HOURS OBSERVED. THE HOURLY RATE PER DAY, USUALLY CALLED THE DAILY RATE, IS THAT FIGURE WHICH SHOULD BE USED FOR PLOTTING ON THE GRAPH, AND WHICH CORRESPONDS TO THE DAYS AND WEEKS OBSERVED. IT IS OBTAINED BY DIVIDING THE TIME, IN HOURS, INTO THE NUMBER OF BEHAVIORS. EXAMPLES OF DECIMAL OPERATIONS IN FIGURING DAILY RATES ARE INCLUDED, AS ARE GRAPHS, MATHEMATICAL EXAMPLES, AND PROBLEMS.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLETS IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET TEN.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

65. **B. C. PENNINGTON. GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 3.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 24 p. **NCJ-61927**

IN BOOKLET ELEVEN OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TECHNIQUES IN GRAPHING INMATE BEHAVIOR, SPECIFICALLY, CALCULATING RATES PER DAY PER MAN, ARE DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON BEHAVIOR EVALUATION AND GRAPHING AND RELATED CALCULATIONS IN ILLUSTRATED NARRATIVE FORM; FILL-IN QUESTIONS AND MATHEMATICAL PROBLEMSOLVING ARE INCLUDED THROUGHOUT, WITH ANSWERS PROVIDED. THE USER STARTS AT THE BEGINNING OF THE BOOKLET, WORKS STRAIGHT THROUGH, WRITES ANSWERS, SOLVES PROBLEMS AS DIRECTED, AND CHECKS COMPLETED WORK. IN ORDER TO EVALUATE CORRECTIONAL PLAN EFFECTIVENESS, COUNTING BEHAVIOR BEFORE, DURING, AND AFTER PLAN IMPLEMENTATION AND PLOTTING RESULTS ON A GRAPH MAY BE USEFUL. RATES PER DAY FOR ONE MAN MAY BE PLOTTED USING THE CONTINUOUS RECORDING METHOD. DAILY RATES PER DAY FOR A GROUP OF MEN MAY BE CALCULATED IN THE SAME WAY IF GROUP SIZE REMAINS THE SAME. HOWEVER, IT IS GENERALLY MORE USEFUL TO PLOT THE RATES PER DAY PER MAN FOR THE GROUP, BY THE ADDITIONAL STEP OF DIVIDING THE NUMBER OF BEHAVIORS BY THE NUMBER OF MEN TO GET THE NUMBER OF BEHAVIORS PER MAN. TIME IN HOURS IS THEN DIVIDED INTO THE NUMBER OF BEHAVIORS PER MAN TO GIVE THE DAILY RATE. PLOTTING THE RATES IN THIS WAY ALLOWS COMPARISON OF ONE GROUP WITH ANOTHER OR COMPARISON OF ONE MAN'S RATE WITH THE AVERAGE RATE OF THE GROUP. WHEN THERE IS MORE THAN ONE RECORDING PERIOD IN A DAY, THE TIMES MUST BE ADDED AS WELL AS THE NUMBER OF BEHAVIORS PER MAN; THEN THE TOTAL TIME IS DIVIDED INTO THE TOTAL NUMBER OF BEHAVIORS PER MAN FOR THE DAILY RATE. WHENEVER THE NUMBER OF MEN IN THE GROUP CHANGES, A NEW RECORDING PERIOD MUST BE STARTED. GRAPHS AND NUMEROUS MATHEMATICAL PROBLEMS AND EXAMPLES ARE INCLUDED IN THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET ELEVEN.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

66. B. C. PENNINGTON. GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 4. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 38 p. **NCJ-61928**

IN BOOKLET TWELVE OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TECHNIQUES IN GRAPHING INMATE BEHAVIOR, SPECIFICALLY, TIME SAMPLE METHODS ARE DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON BEHAVIOR EVALUATION AND GRAPHING AND RELATED CALCULATIONS IN ILLUSTRATED NARRATIVE FORM; FILL-IN QUESTIONS AND MATHEMATICAL PROBLEMSOLVING ARE INCLUDED THROUGHOUT, WITH ANSWERS PROVIDED. IT IS INTENDED THAT THE USER START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AND SOLVE PROBLEMS AS DIRECTED, AND CHECK COMPLETED WORK. IN ORDER TO EVALUATE CORRECTIONAL PLAN EFFECTIVENESS, COUNTING OR ESTIMATING BEHAVIOR BEFORE, DURING, AND AFTER PLAN IMPLEMENTATION AND PLOTTING RESULTS ON A GRAPH MAY BE USEFUL. CONTINUOUS RECORDING OF BEHAVIOR IS ONLY POSSIBLE, HOWEVER, WHEN THE CORRECTIONAL OFFICER CAN COUNT ALL BEHAVIORS, SUCH AS SHEETS FOLDED OR CHAIRS PAINTED. IF THE OFFICER IS NOT AVAILABLE TO COUNT, HE CAN USE THE TIME SAMPLE METHOD FOR OBSERVING AND GRAPHING BEHAVIOR, BY SAMPLING THE BEHAVIOR AT A NUMBER OF DIFFERENT TIMES DURING THE DAY; IF HE 'CATCHES' THE INMATE WORKING, HE WOULD REINFORCE OR AWARD HIM WITH A CHECK OR POINT TO BE USED IN OBTAINING A REINFORCER, AND HE WOULD RECORD THE BEHAVIOR. AT THE END OF THE DAY, THE OFFICER WOULD COUNT THE NUMBER OF TIMES HE OBSERVED THE DESIRED BEHAVIOR, AND THE TOTAL NUMBER OF TIMES HE LOOKED IN. AT THE BEGINNING OF CORRECTIONAL PLAN IMPLEMENTATION, THE INMATE SHOULD BE CHECKED AN AVERAGE OF TWO TIMES PER HOUR, AND AT DIFFERENT TIMES, SO CHECKING IS UNEXPECTED. DAILY PERCENTS SHOULD BE GRAPHED AS ARE CONTINUOUS COUNTING RESULTS, WITH THE DAY ON THE HORIZONTAL GRID AND THE PERCENT OF TIME ON THE VERTICAL. SKETCHES, GRAPHS, AND NUMEROUS MATHEMATICAL PROBLEMS ARE INCLUDED IN THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET TWELVE.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

67. B. C. PENNINGTON. GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 5. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 26 p. **NCJ-61929**

IN BOOKLET THIRTEEN OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TECHNIQUES IN GRAPHING INMATE BEHAVIOR, SPECIFICALLY, USING THE TIME SAMPLE METHOD FOR A GROUP, ARE DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON BEHAVIOR EVALUATION AND GRAPHING AND RELATED CALCULATIONS IN ILLUSTRATED NARRATIVE FORM; FILL-IN QUESTIONS AND MATHEMATICAL PROBLEMSOLVING ARE INCLUDED THROUGHOUT, WITH ANSWERS PROVIDED. IT IS INTENDED THAT THE USER START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AND SOLVE PROBLEMS AS DIRECTED, AND CHECK COMPLETED WORK. IN ORDER TO EVALUATE CORRECTIONAL PLAN EFFECTIVENESS, COUNTING OR ESTIMATING BEHAVIOR BEFORE, DURING, AND AFTER PLAN IMPLEMENTATION AND PLOTTING RESULTS ON A GRAPH MAY BE USEFUL. THE TIME SAMPLE METHOD SHOULD BE EMPLOYED WHEN THE CORRECTIONAL OFFICER IS NOT AVAILABLE TO COUNT EACH BEHAVIOR; USING THIS METHOD, THE OFFICER CHECKS IN ON THE INMATE AT DIFFERENT TIMES DURING THE DAY AND RECORDS THE NUMBER OF TIMES THE DESIRED BEHAVIOR IS OBSERVED, AS COMPARED WITH THE NUMBER OF TIMES THE INMATE IS CHECKED. THE TIME SAMPLE METHOD FOR A GROUP TAKES INTO ACCOUNT THE NUMBER OF MEN WHO COULD BE PERFORMING THE BEHAVIOR, WHATEVER THAT NUMBER IS AT ANY TIME. THE GROUP TIME SAMPLE METHOD ALLOWS THE CORRECTIONAL OFFICER TO COMPARE THE WORK DONE BY A SMALL GROUP OF MEN WITH WORK DONE BY A LARGER GROUP. TO COUNT THE BEHAVIOR BY THIS METHOD, THE CORRECTIONAL OFFICER MUST COUNT TWO THINGS EACH TIME THE GROUP IS OBSERVED, THE NUMBER OF MEN PERFORMING THE BEHAVIOR AND THE TOTAL NUMBER OF MEN WHO COULD BE PERFORMING THE BEHAVIOR. TO GET THE DAILY PERCENT PER MAN FOR A GROUP, THE NUMBER OF BEHAVIORS (NUMBER OF MEN PERFORMING BEHAVIOR) IS DIVIDED BY THE NUMBER OF TIMES THE CORRECTIONAL OFFICER LOOKS AT EACH MAN (TOTAL NUMBER OF MEN IN GROUP). THIS DAILY PERCENT PER MAN IS THE AVERAGE TIME THAT EACH MAN IN THE GROUP IS PERFORMING THE DESIRED BEHAVIOR. SKETCHES, GRAPHS, AND SAMPLE PROBLEMS ILLUSTRATE THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET THIRTEEN.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

68. **B. C. PENNINGTON. GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 6.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 34 p. NCJ-61930

IN BOOKLET FOURTEEN OF THIS 17-PART SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TECHNIQUES IN GRAPHING INMATE BEHAVIOR, SPECIFICALLY, THE 'ONE-SHOT' METHOD OF BEHAVIOR EVALUATION, ARE DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON BEHAVIOR EVALUATION AND GRAPHING AND RELATED CALCULATIONS IN ILLUSTRATED NARRATIVE FORM; FILL-IN QUESTIONS AND MATHEMATICAL PROBLEMSOLVING ARE INCLUDED THROUGHOUT, WITH ANSWERS PROVIDED. IT IS INTENDED THAT THE USER START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AND SOLVE PROBLEMS AS DIRECTED, AND CHECK COMPLETED WORK. IN ORDER TO EVALUATE CORRECTIONAL PLAN EFFECTIVENESS, COUNTING OR ESTIMATING BEHAVIOR BEFORE, DURING, AND AFTER PLAN IMPLEMENTATION AND PLOTTING RESULTS ON A GRAPH MAY BE USEFUL. THE ONE-SHOT METHOD IS USED WHEN THE BEHAVIOR CAN OCCUR ONLY IN A CERTAIN TIME PERIOD, WHICH MAY BE A YEAR, A MONTH, A WEEK, OR A DAY. FOR EXAMPLE, MAKING UP ONE'S BED BEFORE GOING TO WORK IS A ONE-SHOT BEHAVIOR FOR EACH DAY. ONE-SHOT BEHAVIOR MAY BE PLOTTED ON A CUMULATIVE GRAPH WITH THE BEHAVIOR SPECIFIED ON THE VERTICAL GRID AND THE DATES AND TIMES ON THE HORIZONTAL. ON A CUMULATIVE GRAPH, WHEN BEHAVIORS ARE PERFORMED, THE LINE MOVES UP; WHEN BEHAVIORS FAIL TO OCCUR, THE LINE REMAINS FLAT. A SEPARATE GRAPH SHOULD BE USED FOR EACH BEHAVIOR. SKETCHES AND GRAPHS ARE INCLUDED IN THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLETS IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET FOURTEEN.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

69. **B. C. PENNINGTON. GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 7.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 40 p. NCJ-61931

IN BOOKLET 15 OF THIS 17-PART SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TECHNIQUES IN GRAPHING INMATE BEHAVIOR, INCLUDING THE USE OF THE 'ONE SHOT' METHOD IN GROUP EVALUATION, ARE DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON BEHAVIOR EVALUATION, GRAPHING, AND RELATED CALCULATIONS IN ILLUSTRATED NARRATIVE FORM; FILL-IN QUESTIONS AND MATHEMATICAL PROBLEMSOLVING ARE INCLUDED, WITH ANSWERS PROVIDED. THE USER SHOULD START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AND SOLVE PROBLEMS AS DIRECTED, AND CHECK COMPLETED WORK. IN ORDER TO EVALUATE CORRECTIONAL PLAN EFFECTIVENESS, COUNTING OR ESTIMATING BEHAVIOR BEFORE, DURING, AND AFTER PLAN IMPLEMENTATION AND PLOTTING RESULTS ON A GRAPH MAY BE USEFUL. THE ONE-SHOT METHOD IS USED WHEN THE BEHAVIOR CAN OCCUR ONLY ONCE DURING A CERTAIN TIME PERIOD; THE METHOD IS USED WITH 'ONE-SHOT BEHAVIOR;' EITHER A PERSON PERFORMS THE BEHAVIOR OR DOES NOT. THE TIME PERIOD MAY BE A YEAR, A MONTH, A WEEK, OR A DAY. FOR EXAMPLE, MAKING ONE'S BED BEFORE GOING TO WORK IS A ONE-SHOT BEHAVIOR FOR EACH DAY. THE ONE-SHOT BEHAVIOR EVALUATION FOR A GROUP, HOWEVER, IS NOT ALL OR NOTHING. EACH TIME, A PERCENT OF THE GROUP WILL PERFORM THE BEHAVIOR. THAT PERCENT OF THE GROUP IS GENERALLY PLOTTED ON A REGULAR GRAPH, AS OPPOSED TO THE CUMULATIVE GRAPH USED FOR INDIVIDUALS. IF 5 MEMBERS OF A GROUP OF 10 ARE FOUND TO PERFORM THE BEHAVIOR, 50 PERCENT WOULD BE INDICATED ON THE GRAPH. AVERAGE DAILY PERCENTAGE ALSO CAN BE CALCULATED FROM THE DATA. SKETCHES, GRAPHS, AND PROBLEMS, ARE INCLUDED IN THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET FIFTEEN.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

70. **B. C. PENNINGTON. GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 8 REVIEW.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 36 p. NCJ-61932

IN BOOKLET SIXTEEN OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TECHNIQUES IN GRAPHING INMATE BEHAVIOR AND CONTINUOUS COUNTING, TIME SAMPLE, AND ONE-SHOT METHODS ARE DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON BEHAVIOR EVALUATION AND GRAPHING AND RELATED CALCULATIONS IN ILLUSTRATED NARRATIVE FORM; FILL-IN QUESTIONS AND MATHEMATICAL PROBLEMSOLVING ARE INCLUDED AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AND SOLVE PROBLEMS AS DIRECTED, AND CHECK COMPLETED WORK. IN ORDER TO EVALUATE CORRECTIONAL PLAN EFFECTIVENESS, OFFICERS WILL FIND IT USEFUL TO COUNT OR ESTIMATE BEHAVIOR BEFORE, DURING, AND AFTER PLAN IMPLEMENTATION AND TO PLOT RESULTS ON A GRAPH. DIFFERENT TECHNIQUES CAN BE EMPLOYED DEPENDING UPON THE NUMBER OF INMATES OBSERVED, THE TYPES OF BEHAVIORS EVALUATED, AND THE AVAILABILITY OF THE CORRECTIONAL OFFICER THROUGHOUT THE DAY. FOR EXAMPLE, THE CONTINUOUS COUNTING METHOD MAY BE USED WHEN IT IS POSSIBLE TO RECORD ALL INSTANCES OF THE BEHAVIOR DURING THE RECORDING PERIOD. THE TIME SAMPLE METHOD, IN WHICH THE CORRECTIONAL OFFICER LOOKS IN ON THE INDIVIDUAL OR GROUP AT PRESELECTED TIMES TO 'CATCH' THEM PERFORMING BEHAVIOR, IS THE BEST WHEN CONTINUOUS OBSERVANCE IS IMPOSSIBLE. THE ONE-SHOT METHOD IS USED FOR RECORDING BEHAVIOR WHICH CAN OCCUR ONLY ONCE DURING ANY GIVEN TIME PERIOD. CORRECTIONAL PLAN EFFECTIVENESS DATA SHOULD BE PLOTTED ON REGULAR OR CUMULATIVE GRAPHS; FROM THE DATA RECORDED, AVERAGES AND MEDIANS MAY BE COMPUTED FOR AN OVERALL PICTURE OF HOW WELL AN INDIVIDUAL OR A GROUP IS DOING. SKETCHES, GRAPHS, AND PROBLEMS ARE INCLUDED IN THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET SIXTEEN.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

71. **B. C. PENNINGTON. HOW TO GET PEOPLE TO DO WHAT YOU WANT THEM TO DO—PART 1.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 32 p. NCJ-61933

IN BOOKLET FOUR OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, THE USE OF REINFORCEMENT TO ACHIEVE BEHAVIORAL CHANGES IN INMATES IS DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON HOW TO USE PROPER REINFORCEMENT TECHNIQUES IN ILLUSTRATED NARRATIVE FORM; FILL-IN AND SHORT ESSAY QUESTIONS ARE INCLUDED THROUGHOUT. ANSWERS ARE PROVIDED ON THE PAGES IMMEDIATELY FOLLOWING QUESTIONS. USERS SHOULD START AT THE BEGINNING OF THE BOOKLET, WORK

STRAIGHT THROUGH, WRITE ANSWERS AS DIRECTED, AND CHECK COMPLETED WORK. CORRECTIONAL OFFICERS ARE RESPONSIBLE FOR REINFORCING THOSE BEHAVIORS WHICH ARE MOST LIKELY TO LEAD TO THE INMATE'S REHABILITATION AND HIS SUCCESS IN THE FREE WORLD. WHEN IT IS DETERMINED WHICH INMATE BEHAVIORS ARE DESIRED, CORRECTIONAL OFFICERS MUST USE APPROPRIATE REINFORCEMENT TECHNIQUES. SOME TYPES OF BEHAVIORS WHICH ARE LIKELY TO LEAD TO SUCCESS OUTSIDE THE INSTITUTION, AND SHOULD THEREFORE BE REINFORCED, INCLUDE GOOD WORK HABITS, GOOD GROOMING, SOCIAL SKILLS, OBEYING THE RULES, AND INDEPENDENT ACTIVITY, SUCH AS EDUCATIONAL PURSUITS OR VOCATIONAL TRAINING. SUGGESTED REINFORCERS ARE TELEVISION, MOVIE, AND TELEPHONE PRIVILEGES, AND CIGARETTES. SINCERE PRAISE AND ATTENTION MAY ALSO WORK AS REINFORCERS. A REINFORCER MUST ONLY BE EARNED AS A CONSEQUENCE OF DESIRED BEHAVIOR AND SHOULD BE GIVEN IMMEDIATELY AFTER THE BEHAVIOR OCCURS. SKETCHES ILLUSTRATE THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET FOUR.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

72. **B. C. PENNINGTON. HOW TO GET PEOPLE TO DO WHAT YOU WANT THEM TO DO—PART 2.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 18 p. **NCJ-61934**

IN BOOKLET FIVE OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, THE USE OF SHAPING TECHNIQUES TO ACHIEVE BEHAVIORAL CHANGES IN INMATES IS DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON HOW TO USE PROPER SHAPING TECHNIQUES IN ILLUSTRATED NARRATIVE FORM; MULTIPLE CHOICE, FILL-IN, AND SITUATIONAL QUESTIONS ARE INCLUDED THROUGHOUT, AND ANSWERS ARE PROVIDED. USERS SHOULD START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AS DIRECTED, AND CHECK COMPLETED WORK. THE MAJOR PRINCIPLES OF REINFORCEMENT ARE THAT IT MUST BE CONTINGENT UPON AND IMMEDIATELY FOLLOW A SPECIFIED BEHAVIOR. THESE PRINCIPLES ARE ALSO APPLICABLE TO SHAPING TECHNIQUES, TECHNIQUES THAT ARE NECESSARY WHEN A DESIRED BEHAVIOR IS TOTALLY LACKING. A STEP-BY-STEP TECHNIQUE, SHAPING IS PERFORMED BY REINFORCING SMALL STEPS WHICH LEAD TO THE WHOLE BEHAVIOR. FOR EXAMPLE, IF GOOD GROOMING IS THE DESIRED BEHAVIOR BUT THE INMATE IS DIRTY AND UNTIDY, THE OFFICER SHOULD ENCOURAGE AND REINFORCE A SMALL ASPECT, SUCH AS HAIR COMBING OR BATHING. SUBSEQUENT IMPROVEMENTS SHOULD BE SIMILARLY REINFORCED AND FAILURE TO CONTINUE WITH THE IMPROVEMENTS SHOULD BE IGNORED RATHER THAN PUNISHED. ONCE THE ENTIRE BEHAVIOR IS FIRMLY ESTABLISHED, REINFORCEMENT ON A CONTINUOUS BASIS IS NOT NECESSARY. EACH SMALL STEP TOWARD THE WHOLE BEHAVIOR IS CALLED AN APPROXIMATION; REINFORCING AN APPROXIMATION WILL BRING THE TOTAL DESIRED BEHAVIOR CLOSER TO REALITY. SUCCESSFUL SHAPING REQUIRES ACCURATE APPROXIMATIONS; IF TOO MUCH IS REQUIRED TOO SOON SHAPING WILL FAIL. SKETCHES ILLUSTRATE THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET FIVE.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

73. **B. C. PENNINGTON. HOW TO STOP PEOPLE FROM DOING THINGS YOU DON'T WANT THEM TO DO—PART 1.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 32 p. **NCJ-61935**

IN BOOKLET SIX OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, TWO PROCEDURES FOR DECREASING AND STOPPING UNDESIRABLE BEHAVIOR OF INMATES ARE DISCUSSED. THIS SELF-INSTRUCTIONAL PROGRAM PROVIDES INFORMATION ON THE USE OF PUNISHMENT AND TIMEOUT AS TECHNIQUES FOR STOPPING UNDESIRABLE INMATE BEHAVIOR IN ILLUSTRATED NARRATIVE FORM; FILL-IN, SHORT ESSAY, AND SITUATIONAL QUESTIONS ARE INCLUDED THROUGHOUT AND ANSWERS ARE PROVIDED. IT IS INTENDED THAT THE USER START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AS DIRECTED, AND CHECK COMPLETED WORK. BEHAVIOR CAN BE STOPPED OR DECREASED BY PUNISHMENT OR BY ANOTHER PROCEDURE CALLED TIMEOUT, BUT THE EFFECTS OF THESE PROCEDURES ALONE ARE USUALLY TEMPORARY. THE PURPOSE OF PUNISHMENT AND TIMEOUT IN A REHABILITATION PROGRAM IS TO STOP UNDESIRABLE BEHAVIOR SO THAT OTHER MORE DESIRABLE BEHAVIOR MAY OCCUR AND BE REINFORCED. AN INMATE WHOSE DESIRED BEHAVIOR IS BEING REINFORCED WILL BE LESS LIKELY TO ENGAGE IN UNDESIRABLE BEHAVIOR. PUNISHMENT IS GIVING SOMETHING NEGATIVE, SOMETHING THE PERSON DOES NOT WANT, OR MAKING THE PERSON DO SOMETHING HE DOES NOT WANT TO DO. PHYSICAL PUNISHMENT IS NOT ONLY DETRIMENTAL, IT IS ILLEGAL, EXCEPT IN SELF-DEFENSE. IT IS IMPORTANT TO REMEMBER THAT ONE MAN'S PUNISHMENT MAY BE ANOTHER MAN'S REINFORCER; SOME PEOPLE LIKE BEING 'CHEWED OUT' OR EVEN BEING GIVEN EXTRA WORK. UNLESS PUNISHMENT DECREASES THE BEHAVIOR, AT LEAST TEMPORARILY, IT IS NOT THE CORRECT PUNISHMENT FOR THAT INDIVIDUAL. THE SECOND PROCEDURE USED TO DECREASE A BEHAVIOR INVOLVES TAKING AWAY SOMETHING POSITIVE, TAKING AWAY SOMETHING THAT THE PERSON HAS AND WANTS, OR TAKING THE PERSON AWAY FROM SOME PLACE WHERE HE WANTS TO BE. THIS PROCEDURE IS CALLED TIMEOUT; EXAMPLES INCLUDE PENALTIES, FINES, AND LOSS OF PRIVILEGES. AS IS THE CASE WITH PUNISHMENT, TIMEOUT IS ONLY EFFECTIVE IF IT DECREASES OR STOPS A BEHAVIOR. THE TWO PROCEDURES ARE CLOSELY RELATED AND MAY OFTEN BE USED TOGETHER. SKETCHES ILLUSTRATE THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLETS IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET SIX.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

74. **B. C. PENNINGTON. HOW TO STOP PEOPLE FROM DOING THINGS YOU DON'T WANT THEM TO DO—PART 2.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 24 p. **NCJ-61936**

IN BOOKLET SEVEN OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, NEGATIVE CONSEQUENCES OF PUNISHMENT AND TIMEOUT TECHNIQUES ARE DISCUSSED AND USE OF THE EXTINCTION TECHNIQUE IS HIGHLIGHTED. THIS INFORMATION IS PRESENTED IN ILLUSTRATED NARRATIVE FORM; FILL-IN AND SHORT ANSWER QUESTIONS ARE INCLUDED THROUGHOUT AND ANSWERS ARE PROVIDED. USERS SHOULD START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE ANSWERS AS DIRECTED, AND CHECK COMPLETED WORK. INSTITUTIONS THAT USE PUNISHMENT AND TIMEOUT AS THE PRIMARY OR ONLY MEANS OF CONTROL ARE LIKELY TO HAVE MORE RIOTS, ESCAPES, AND INMATE FIGHTING THAN DO INSTITUTIONS THAT USE REINFORCEMENT AS THE PRIMARY METHOD. HOWEVER, AN INSTITUTION USING PUNISHMENT AND TIMEOUT CORRECTLY, AND ALSO EMPLOYING

ALTERNATIVE BEHAVIORS REINFORCEMENT, IS LESS LIKELY TO EXPERIENCE RIOTS. A THIRD WAY TO STOP UNDESIRABLE BEHAVIOR IS THE EXTINCTION TECHNIQUE. TO EXTINQUISH A BEHAVIOR, THE CORRECTIONAL OFFICER DOES NOT USE PUNISHMENT OR TIMEOUT AND DOES NOT REINFORCE THE UNDESIRABLE BEHAVIOR BUT ONLY THE DESIRABLE BEHAVIOR WHICH IS NOT REINFORCED WILL EVENTUALLY STOP. EXTINCTION HAS VERY FEW NEGATIVE SIDE EFFECTS AND IS RELATIVELY PERMANENT. THE MOST EFFECTIVE WAY TO DECREASE A NEGATIVE BEHAVIOR IS TO REINFORCE A COMPETING ALTERNATIVE BEHAVIOR WHICH IS DESIRABLE. SKETCHES ILLUSTRATE THE TEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET SEVEN.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

75. **B. C. PENNINGTON. WHY PEOPLE DO WHAT THEY DO.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 32 p. **NCJ-61937**
IN BOOKLET THREE OF THIS 17-PART, SELF-INSTRUCTIONAL SERIES FOR CORRECTIONAL OFFICERS, THE REASONS PEOPLE DO WHAT THEY DO ARE DISCUSSED; POSITIVE AND NEGATIVE REINFORCEMENT CONCEPTS ARE HIGHLIGHTED. THIS PROGRAM CONSISTS OF INFORMATION MOTIVATING BEHAVIOR AND CONCEPTS RELATED TO BEHAVIOR MODIFICATION. MATERIAL IS PRESENTED IN ILLUSTRATED NARRATIVE FORM, WITH FILL-IN AND SITUATIONAL QUESTIONS INCLUDED THROUGHOUT; CORRECT ANSWERS ARE PROVIDED IMMEDIATELY FOLLOWING THE QUESTIONS WITH EXPLANATIONS WHERE NECESSARY. USERS SHOULD START AT THE BEGINNING OF THE BOOKLET, WORK STRAIGHT THROUGH, WRITE OR MARK ANSWERS AS DIRECTED, AND CHECK COMPLETED WORK. PEOPLE DO WHAT THEY DO BECAUSE THEY ARE BEING REINFORCED. LABOR IS REINFORCED WITH A WAGE; THEFT IS REINFORCED WITH MONEY AND GOODS STOLEN. JOB SATISFACTION AND RESPECT OF FRIENDS ARE ALSO REINFORCING FACTORS. OTHER COMMON REINFORCERS INCLUDE SEX, GOOD FOOD, AND NEW CLOTHES. WHEN PEOPLE DO SOMETHING FOR GAIN OR TO KEEP SOMETHING, POSITIVE REINFORCEMENT IS INVOLVED; NEGATIVE ESCAPE OR AVOID UNDESIRABLE OUTCOMES. SOME BEHAVIORS ARE REINFORCED ON A CONTINUOUS REINFORCEMENT SCHEDULE, THAT IS, THE REINFORCER IS DELIVERED EVERY TIME THE BEHAVIOR OCCURS. INTERMITTENT REINFORCEMENT ALSO IS POSSIBLE. ONE INTERMITTENT SCHEDULE CALLED A FIXED-RATIO SCHEDULE; REQUIRES AN ACTOR TO DO SOMETHING A SET NUMBER OF TIMES BEFORE THE REINFORCER IS EARNED. ANOTHER IS THE VARIABLE RATIO SCHEDULE IN WHICH REINFORCEMENT PATTERNS CHANGE FROM ONE TIME TO THE NEXT.

Supplemental Notes: AVAILABLE IN 17 VOLUME SET ONLY. SELF-INSTRUCTIONAL BOOKLET IN BEHAVIOR MODIFICATION FOR CORRECTIONAL OFFICERS—BOOKLET THREE.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

76. **PENNSYLVANIA STATE UNIVERSITY. CORRECTIONAL OFFICERS' WORKSHOP—PACT (PENNSYLVANIA ADULT CORRECTIONAL TRAINING) INSTITUTES.** 45 p. **NCJ-00317**
KEY ROLE OF THE CORRECTIONAL OFFICER IN THE ADMINISTRATION OF JUSTICE. PRE AND POST-SESSION QUESTIONNAIRES ON CORRECTIONS AND CRIME FACTORS ARE INCLUDED. TEST CURRICULUM UNITS AND STRATEGIES FOR A LINE OFFICER TRAINING MODEL ARE DEVELOPED. GROUP TASK SITUATIONS, BASED ON SPEAKERS, ARE PRESENTED, EXPLAINED, AND EVALUATED. PRESENTATIONS ON CORRECTIONS, LEARNING METHODS, AND CASEWORK ARE INCLUDED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

77. **H. S. PERLMAN. LEGISLATING FOR CORRECTIONAL LINE OFFICER EDUCATION AND TRAINING.** AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, ONE DUPONT CIRCLE, NW, WASHINGTON DC 20036. 31 p. 1973. **NCJ-11154**
ROLE OF LEGISLATION IN STRENGTHENING AND UPGRADING CORRECTIONAL LINE STAFF AND PROPOSED MATHEMATICAL MODELS AND ANALYSIS TECHNIQUES FOR ACHIEVING SUCH LEGISLATION. LEGISLATION IS SELDOM GIVEN PRIORITY CONSIDERATION AS A PANACEA FOR OPERATIONAL PROBLEMS OR LIMITATIONS OF RESOURCES. THIS DOCUMENT DISCUSSES LEGISLATION AS A MEANS FOR PROVIDING EDUCATION AND TRAINING PROGRAMS TO UPGRADE CORRECTIONAL LINE PERSONNEL. LEGISLATION CAN AFFECT STAFF RECRUITMENT AND DEVELOPMENT IN FOUR WAYS—(1) CREATE A CLIMATE IN WHICH QUALIFIED STAFF ARE RECOGNIZED AND ALLOWED TO UTILIZE THEIR EXPERTISE, (2) INSURE COMPENSATION FOR AN EMPLOYEE'S QUALIFICATIONS, (3) SET QUALIFICATIONS FOR HIRING AND ELIMINATE POLITICAL APPOINTMENTS, AND (4) PROVIDE JOB SECURITY. THIS WORK CONSIDERS THE ROLE OF THE LEGISLATURE IN STRENGTHENING THE CORRECTIONAL STAFF AND ANALYZES SOME APPROACHES WHICH ARE CURRENTLY IN USE IN SOME STATES. MODEL OR ALTERNATIVE APPROACHES ARE PROPOSED, AND STRATEGIES AND TACTICS, (WHICH CORRECTIONS ADMINISTRATORS, EDUCATORS, BAR GROUPS, AND OTHERS MIGHT FIND USEFUL IN OBTAINING APPROPRIATE LEGISLATIVE RESPONSE), ARE SUGGESTED. CONSIDERABLE ATTENTION IS GIVEN TO CURRENT LEGISLATIVE APPROACHES WITH DISCUSSIONS ON STATUTORY QUALIFICATIONS, MERIT SYSTEMS, DEPARTMENTS OF CORRECTIONS, CREATION OF CORRECTIONAL OFFICER STANDARDS AND TRAINING COMMISSIONS, AND UPGRADING OF LOCAL JAIL PERSONNEL. A SECTION IS DEVOTED TO ISSUES WHICH SHOULD BE CONSIDERED IN APPROACHING THE INDIVIDUAL LEGISLATORS AND THE LEGISLATURE IN GENERAL. A LIST OF INDIVIDUALS OR GROUPS WHICH MIGHT BE CONTACTED FOR AID ARE INCLUDED. THE APPENDICES CONTAIN STATUTORY PROVISIONS GRANTING TRAINING PROGRAMS FOR MASSACHUSETTS, MINNESOTA, ILLINOIS, MARYLAND, AND CALIFORNIA.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: AMERICAN BAR ASSOCIATION, 1800 M STREET, NW, WASHINGTON DC 20036.

78. **H. PIVEN and A. ALCABES. CRISIS OF QUALIFIED MANPOWER FOR CRIMINAL JUSTICE: AN ANALYTIC ASSESSMENT WITH GUIDELINES FOR NEW POLICY V 2—CORRECTIONAL INSTITUTIONS—PILOT STUDY OF CORRECTIONAL TRAINING AND MANPOWER.** US DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, 330 INDEPENDENCE AVENUE, SW, WASHINGTON DC 20201. 114 p. 1969. **NCJ-00954**
A SURVEY OF THE SERIOUS SHORTAGE OF MEN AND WOMEN QUALIFIED TO WORK IN CORRECTIONAL INSTITUTIONS FOR JUVENILES AND ADULTS. THE MANPOWER SHORTAGES IN CUSTODY, TREATMENT, CLASSIFICATION AND COUNSELING STAFFS ARE STUDIED, AND THE CONCLUSION IS THAT CORRECTIONS IS A DEPRIVED FIELD OF SERVICE. STRATEGIES FOR CHANGE ARE PROPOSED WITH A SPECIFIC RECOMMENDATION FOR A NETWORK OF UNIVERSITY CRIME AND DELINQUENCY CENTERS. BIBLIOGRAPHY.

Availability: GPO.

79. **REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. BASELINE AND PROGRESS CHECKS FOR THE BEHAVIOR MODIFICATION TRAINING PACKAGE FOR CORRECTIONAL OFFICERS.** 120 p. **NCJ-61920**
THE BOOKLET CONTAINS 17 MULTIPLE CHOICE TESTS USED IN TRAINING CORRECTIONAL OFFICERS IN BEHAVIOR MODI-

FICATION CONCEPTS AND TECHNIQUES. THE TESTS GIVEN AS A BASELINE CHECK AND A PROGRESS CHECK ARE IDENTICAL. EACH TEST CONSISTS OF 10 MULTIPLE-CHOICE QUESTIONS ON THE FOLLOWING TOPICS: HISTORY OF CORRECTIONAL INSTITUTIONS, DEFINITIONS OF BEHAVIOR, REINFORCERS FOR BEHAVIOR, IMPROVEMENT OF INMATE BEHAVIOR THROUGH REINFORCEMENT METHODS, REDUCTION OF UNDESIRABLE INMATE BEHAVIOR, BEHAVIOR CONTRACTS, AND GRAPHING TECHNIQUES. ALMOST HALF THE TESTS ARE DEVOTED TO GRAPHING AND CHARTING. SAMPLE CONTRACT FORMS ARE INCLUDED.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

80. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. BEHAVIOR MODIFICATION TRAINING PACKAGE FOR CORRECTIONAL OFFICERS—BASELINE AND PROGRESS CHECKS. 18 p. 1972. **NCJ-18235**

PART OF A SET OF EDUCATIONAL BOOKLETS DESIGNED TO TRAIN CORRECTIONAL PERSONNEL TO USE THE BASIC TECHNIQUES OF BEHAVIOR MODIFICATION IN THE MANAGEMENT AND REHABILITATION OF INMATES IN CORRECTIONAL INSTITUTIONS.

Sponsoring Agency: US DEPARTMENT OF LABOR MANPOWER ADMINISTRATION, WASHINGTON DC 20210.

81. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. CORRECTIONAL OFFICER TRAINING IN BEHAVIOR MODIFICATION, AN INTERIM REPORT. 14 p. 1971. **NCJ-03223**

ONGOING PROJECT OF TRAINING CORRECTIONAL OFFICERS TO APPLY BEHAVIOR MODIFICATION TECHNIQUES IN AN ADULT CORRECTIONAL INSTITUTION (DRAPER, IN ELMORE, ALA.). TRAINING WAS DONE IN TWO STAGES. THE FIRST STRESSED ADVERSE EFFECTS OF PUNISHMENT AND ADVANTAGES OF POSITIVE ALTERNATIVES. THE SECOND STAGE INVOLVED TEACHING THE OFFICER THE TECHNIQUES OF BEHAVIOR MODIFICATION. PROJECTS PRESENTED HERE ARE REAL LIFE SITUATIONS, WITH THE SOLUTIONS WORKED OUT IN THE TRAINING SESSIONS. BIBLIOGRAPHY.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

82. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS, INTERIM REPORT ON PHASE 1—MARCH 1, 1970 TO MAY 15, 1971. 47 p. 1971. **NCJ-03232**

SIX STUDIES APPLYING BEHAVIOR MODIFICATION PRINCIPLES TO SOLVE PROBLEMS ENCOUNTERED IN CORRECTIONAL REHABILITATION EFFORTS. STUDIES INCLUDED A MANPOWER TRAINING PROGRAM FOR PRISONERS, A PROGRAMMED LIVING ENVIRONMENT FOR A GROUP OF ADULT OFFENDERS, A MANPOWER TRAINING PROJECT FOR CORRECTIONAL OFFICERS, A STUDY OF CONTINGENCY MANAGEMENT IN A CORRECTIONAL PROGRAM, A TWO-LEVEL FOLLOW UP STUDY OF OFFENDERS IN THE COMMUNITY, AND A STUDY OF PRE-AND POSTRELEASE PATTERNS OF INTERACTION WITH AN EMPLOYMENT AGENCY.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

83. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS, PHASE 2. 38 p. 1971. **NCJ-08000**

REPORT OF FIVE EXPERIMENTS TO IMPROVE CORRECTIONAL INSTITUTIONS IN ALABAMA FOR BOTH INMATES AND PERSONNEL. REPORT COVERS FIVE MAJOR PROJECTS OF EMLC WORK—(1) MANPOWER TRAINING PROGRAM FOR ALABAMA PRISONERS, (2) IMPLEMENTATION OF TOKEN ECONOMY IN DRAPER CORRECTIONAL CENTER, (3) MANPOWER TRAINING PROJECT FOR CORRECTIONAL OFFICERS, (4) AN EXPERIMENT IN CONTINGENCY MANAGEMENT, AND (5) A FOLLOW-UP EFFORT FOCUSING ON RELEASED OFFENDERS. OBJECTIVES, METHODS, PROCEDURES, PROBLEMS, AND RESULTS (AS COMPLETE AS POSSIBLE AT TIME OF PROJECT TERMINATION) ARE GIVEN. SOME HIGHLIGHTS OF THE OVERALL PROGRAM ARE—(1) OPEN ENTRY/EXIT FEATURE OF VOCATIONAL TRAINING (ALSO EMPHASIS ON INDIVIDUALIZATION), (2) THE BASIC EDUCATION DELIVERY SYSTEM (INDIVIDUALLY PRESCRIBED INSTRUCTION SYSTEM), (3) TECHNIQUES OF BEHAVIORAL CONTROL EMPLOYED IN THE TOKEN ECONOMY, (4) TECHNIQUES OF BEHAVIORAL SCIENCE TAUGHT TO TRADITIONAL CORRECTIONAL OFFICERS, (5) THE TECHNIQUES OF THE CONTINGENCY MANAGEMENT EXPERIMENT, AND (6) THE NEW MEASURING INSTRUMENTS DEVELOPED TO DETERMINE AN OFFENDER'S ADJUSTMENT TO SOCIETY AND TO PREDICT RECIDIVISM. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF LABOR MANPOWER ADMINISTRATION, WASHINGTON DC 20210.

Availability: NTIS. **Accession No.** PB 211 730.

84. REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS, PHASE 3 PROGRESS REPORT. 77 p. 1972. **NCJ-08634**

STATUS OF BEHAVIOR MODIFICATION PROGRAMS, FOLLOW-UP STUDIES TO MEASURE THEIR EFFECTIVENESS, AND TRAINING PROGRAMS IN ALABAMA'S DRAPER CORRECTIONS CENTER. THE REHABILITATION RESEARCH FOUNDATION HAS DESIGNED AND IMPLEMENTED SEVERAL EXPERIMENTAL CORRECTIONS PROGRAMS IN THE DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. THIS REPORT COVERS ACTIVITIES BETWEEN JUNE AND AUGUST, 1972. A TOKEN ECONOMY, OR OPERANT CONDITIONING PROGRAM, WAS COMMENCED DURING THIS PERIOD IN THE INSTITUTION FARM AND IN A SPECIAL LIVING UNIT. OTHER ACTIVITIES INCLUDE A POSITIVE REINFORCEMENT EDUCATIONAL PROGRAM FOR INMATES, A TRAINING PROGRAM TO ACQUAINT CORRECTIONAL OFFICER WITH BEHAVIOR MODIFICATION TECHNIQUES, AND POSTRELEASE STUDIES OF INMATES WHO PARTICIPATED IN BEHAVIOR MODIFICATION PROGRAMS AND AN EARLIER VOCATIONAL TRAINING PROJECT. A LIST OF THE FOUNDATION'S PUBLISHED MATERIALS AND PAPERS IS INCLUDED.

Sponsoring Agency: US DEPARTMENT OF LABOR MANPOWER ADMINISTRATION, WASHINGTON DC 20210.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

85. RURAL CORRECTIONAL STAFF AS AGENTS OF COMMUNITY CHANGE. 71 p. 1967. **NCJ-00503**

UNIQUE CHARACTERISTICS OF CORRECTIONAL AND PROBATIONS PERSONNEL AND TRAINING IN RURAL SETTINGS. CHARACTERISTICS DISCUSSED ARE THE SMALL SIZE OF THE RURAL CORRECTIONAL SETTING, HETEROGENEITY OF THE STAFF, LACK OF PREVIOUS TRAINING, AND THE NATURE OF PARTICULAR RURAL SOCIAL SYSTEMS. THE DEVELOPMENT, OPERATION, AND EVALUATION PHASES, CHANGES DESIRED IN DIRECT SERVICE AT ADMINISTRATIVE AND SUPERVISORY LEVELS ARE REVIEWED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

86. B. D. SCOTT. ANSWER TO A CHALLENGE, FINAL REPORT ON IN-SERVICE TRAINING FOR CORRECTIONAL PERSONNEL. EASTERN KENTUCKY UNIVERSITY, RICHMOND KY 40475. 330 p. 1969. **NCJ-01713**

INSERVICE TRAINING PROGRAMS WERE DEVELOPED FOR MANAGEMENT, MIDDLE MANAGEMENT, TREATMENT STAFF, CUSTODIAL STAFF, AND PROBATION AND PAROLE PERSON-

NEL. THE CURRICULUM INCLUDED SUCH SUBJECTS AS PUBLIC RELATIONS, PRINCIPLES OF MANAGEMENT, WORK EFFECTIVENESS, CRIMINOLOGICAL THEORY AND CAUSATION, HUMAN BEHAVIOR, PRISON SOCIAL STRUCTURE, COUNSELING, SEARCHES, AND COMMUNITY RESOURCES. AN EVALUATION OF THE PROGRAM BY PARTICIPANTS IS INCLUDED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

87. **B. SEGAL and G. HAWES. CORRECTIONAL MANPOWER PLANNING, TRAINING AND DEVELOPMENT PROJECT—AN EXECUTIVE SUMMARY.** CANADA NATIONAL ADVISORY NETWORK ON CORRECTIONAL MANPOWER PLANNING, TRAINING AND DEVELOPMENT, 340 LAURIER AVENUE WEST, OTTAWA, ONTARIO, CANADA K1A 0P8. 14 p. 1976. Canada. **NCJ-61506**

HIGHLIGHTS OF THE CENTRE FOR SOCIAL WELFARE STUDIES' PRINCIPAL RESEARCH FINDINGS REGARDING THE CORRECTIONAL MANPOWER DEVELOPMENT PROJECT OF CANADA ARE PRESENTED; CORRECTIONAL PERSONNEL AND POLICY ARE EMPHASIZED. INFORMATION WAS GATHERED FROM PARTICIPATING JURISDICTIONS IN FOUR WAYS INCLUDING SURVEY DATA FROM 600 CORRECTIONAL STAFF INTERVIEWS AND QUESTIONNAIRES, SOLICITATION OF TRAINING ACTIVITIES INFORMATION, ANALYSIS OF 22,000 PERSONNEL RECORDS, AND A LIMITED FIELD INVESTIGATION. SURVEY FINDINGS SHOWED THAT A LARGE PROPORTION OF BOTH PROBATION AND PAROLE WORKERS AND INSTITUTIONAL STAFF DO NOT FEEL THEY HAVE THE NECESSARY KNOWLEDGE REQUIRED TO PERFORM NECESSARY TASKS; AND THAT THERE IS A STRONG CORRELATION BETWEEN THE CLARITY EMPLOYEES FEEL ABOUT INFORMATION RELATED TO THEIR WORK AND LEVEL OF REPORTED JOB SATISFACTION. THIRTY-TWO PERCENT OF THE INSTITUTIONAL STAFF WHO WERE INTERVIEWED FELT THAT INCARCERATION SHOULD BE THE PRINCIPAL ROLE OF THE CORRECTIONAL SYSTEM; 44 PERCENT FELT ITS MAIN PURPOSE TO BE REHABILITATIVE; 24 PERCENT FELT THAT THE PRINCIPAL ROLE SHOULD BE DIVIDED BETWEEN INCARCERATION AND REHABILITATION. A MAJORITY OF WORKERS FELT THE GOALS OF THE ORGANIZATION FOR WHICH THEY WORKED SHOULD BE CHANGED TO MAKE THEM MORE REALISTIC; 33 PERCENT WORKING IN PROBATION AND PAROLE EXPRESSED SIMILAR VIEWS. IN ADDITION, THE LEVEL OF TENSION EXPERIENCED BY INSTITUTIONAL STAFF INCREASES WITH THE LENGTH OF SERVICE AND THE AGE OF THE EMPLOYEE. THERE IS NO CLEAR UNDERSTANDING AMONG CORRECTIONAL WORKERS REGARDING THE CRITERIA FOR PROMOTION. MOST JURISDICTIONS HAVE NO SPECIALIZED TRAINING FACILITIES, LITTLE OR NO ORGANIZATIONAL DEVELOPMENT, OR EXPERIENCE WITH A TEAMWORK APPROACH. PERSONNEL RECORD ANALYSIS SHOWED THAT CORRECTIONAL SYSTEMS HAVE DIFFICULTY IN RETAINING YOUNG WORKERS, THAT A VERY LOW PERCENTAGE OF WORKERS LEAVE THE SYSTEM AFTER 5 YEARS OF SERVICE, AND THAT TURNOVER RATES ARE HIGHEST IN MIXED AND MEDIUM SECURITY INSTITUTIONS. THE SUMMARY IS ALSO PRESENTED IN FRENCH. (AUTHOR ABSTRACT MODIFIED)

Availability: CANADA NATIONAL ADVISORY NETWORK ON CORRECTIONAL MANPOWER PLANNING, TRAINING AND DEVELOPMENT, 340 LAURIER AVENUE WEST, OTTAWA, ONTARIO, CANADA K1A 0P8.

88. **L. J. SKINNER, Ed. MANUALS FOR CRIMINAL JUSTICE TRAINING—ANNOTATED BIBLIOGRAPHY NUMBER 1.** UNIVERSITY OF ALABAMA. 9 p. 1974. **NCJ-13863**

TRAINING MATERIALS ISSUED BETWEEN 1966-1974 AVAILABLE TO POLICE AND CORRECTIONS OFFICERS. EACH DOCUMENT IN THIS ANNOTATED BIBLIOGRAPHY IS LISTED WITH THE TARGET POPULATION FOR WHICH IT WAS DESIGNED, THE CONTENT AREAS IN EACH PROGRAM, AN OVERALL RATING FOR THE PROGRAM AND ITS UTILITY, AND AN ADDRESS TO WHICH INQUIRIES REGARDING THE MANUALS CAN BE MADE. FIFTEEN DIFFERENT DOCUMENTS ARE LISTED, INCLUDING SOME MANUALS FOR VOLUNTEERS AND COUNSELORS IN THE CRIMINAL JUSTICE SYSTEM.

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; ALABAMA LAW ENFORCEMENT PLANNING AGENCY, 2863 FAIRLAND DRIVE, BUILDING F, SUITE 49, EXECUTIVE PARK, MONTGOMERY, AL 36111.

Availability: NCJRS MICROFICHE PROGRAM.

89. **R. R. SMITH, M. A. MILAN, L. F. WOOD, and J. M. MCKEE. CORRECTIONAL OFFICER AS A BEHAVIORAL TECHNICIAN.** AMERICAN ASSOCIATION OF CORRECTIONAL PSYCHOLOGISTS, RR 5, BOX 2, MARYSVILLE OH 43040. *CRIMINAL JUSTICE AND BEHAVIOR,* V 3, N 4 (DECEMBER 1976), P 345-360. **NCJ-38883**

A CORRECTIONAL OFFICER TRAINING PROGRAM IN THE PRINCIPLES AND APPLICATIONS OF THE SOCIAL LEARNING MODEL IS DESCRIBED. AN ASSESSMENT OF THE EFFECTS OF THE TRAINING PROGRAM INDICATED THAT CORRECTIONAL OFFICERS CAN MASTER THE REQUISITE SKILLS OF THE BEHAVIORAL TECHNICIAN AND CAN SUCCESSFULLY APPLY THESE, UNDER SUPERVISION, IN A SYSTEMATIC BEHAVIOR CHANGE PROJECT. IN ADDITION, THE TRAINED OFFICERS, IN COMPARISON TO NONTRAINED PEERS, INCREASED BOTH THEIR TOTAL NUMBER AND PROPORTION OF POSITIVE INTERACTIONS WITH INMATES. FINALLY, THE TRAINED OFFICERS INDICATED THAT THE TECHNIQUES THEY LEARNED ASSISTED THEM IN THEIR WORK WITH THE INMATES, AND THE INMATES INDICATED THAT THE OFFICERS WHO HAD RECEIVED TRAINING APPEARED TO HAVE IMPROVED IN GENERAL CALIBER AS WELL AS BECOME LESS PUNITIVE AND MORE CONCERNED WITH THE WELFARE OF INMATES. THE IMPLICATIONS OF THESE FINDINGS FOR COMPREHENSIVE REHABILITATION PROGRAMMING WITHIN A CORRECTIONAL INSTITUTION ARE DISCUSSED. (AUTHOR ABSTRACT)

90. **SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. DEVELOPMENTAL LABORATORY FOR CORRECTIONAL TRAINING FINAL REPORT.** 134 p. **NCJ-02296**

UNIVERSITY BASED TEACHING AND RESEARCH CENTER DESCRIBES INSERVICE TRAINING AS AN AGENT FOR CHANGE IN CORRECTIONS. THE MAJOR GOAL OF THE TRAINING-DEVELOPMENT LABORATORY WAS TO BRIDGE THE GULF THAT WAS FOUND TO EXIST BETWEEN THE BEHAVIORAL SCIENCES AND PRACTICE IN THE CORRECTIONAL FIELD. IN ADDITION, THE PROSPECTIVE TRAINING OFFICERS WERE EXPOSED TO A WIDE VARIETY OF EDUCATIONAL TECHNOLOGIES AND TEACHING TECHNIQUES NOT COMMONLY USED IN CORRECTIONAL SETTINGS. COMMUNICATIONS SKILL AND STAFF DEVELOPMENT THROUGH INTERPERSONAL RELATIONSHIPS BECAME A MAJOR FOCUS OF THE TRAINING INSTITUTES. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

91. **SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. TOOLS FOR TRAINERS—RESOURCES.** 155 p. 1978. **NCJ-57426**

RESOURCES FOR CORRECTIONAL OFFICER TRAINING INCLUDING AGENCIES, PUBLICATIONS, MEDIA, AND MEDIA COMPANIES ARE LISTED UNDER FORMAT TYPE AND SUBJECT AREA IN THIS MANUAL FOR CORRECTIONAL PERSONNEL TRAINING PROGRAMS. THE LISTING BEGINS WITH AN ALPHABETIZED PRESENTATION OF NAMES OF RESOURCE AGENCIES THAT INCLUDES THEIR ADDRESSES AND A SHORT DESCRIPTION OF THEIR ACTIVITIES AND PUBLICA-

TIONS. THESE ENTRIES ARE CATEGORIZED BY SUBJECT AREAS–ALCOHOL AND DRUGS, CLEARINGHOUSES AND INFORMATION SERVICES, GOVERNMENTAL AGENCIES, JUVENILE DELINQUENCY, PRISONER ASSISTANCE, AND MORE. THEN PUBLICATIONS ARE LISTED; THE SELECTION INCLUDES BOOKS AND ARTICLES ON TOPICS RANGING FROM INTRODUCTORY TEXTS ON CORRECTIONS TO PERSONAL ACCOUNTS OF PRISON EXPERIENCES AUTHORED BY INMATES AND EXOFFENDERS. EACH ENTRY INCLUDES AN ABSTRACT AND AVAILABLE BIBLIOGRAPHIC AND PRICE INFORMATION. AT THE END OF THE BOOK SECTION, A GUIDE FURNISHES NAMES AND ADDRESSES OF PUBLISHERS. ARTICLES, JOURNALS, DIRECTORIES, REPORTS, PAMPHLETS, AND NEWSLETTERS ARE THEN PRESENTED UNDER SUCH SUBJECT HEADINGS AS THE CHANGING ROLE OF THE CORRECTIONAL OFFICER, TRAINING OBJECTIVES, TRAINING TECHNIQUES, MAINTAINING SOCIAL CONTROL IN AN INSTITUTION, AND HUMAN RELATIONS. IN ADDITION TO THESE ITEMS, THE MANUAL LISTS OVER 90 ANNOTATED REFERENCES TO MEDIA MATERIALS, AND PROVIDES SOURCES FOR AUDIOVISUAL AND MULTI-MEDIA HARDWARE. A DIRECTORY TO TRAINING FACILITIES NATIONWIDE AND AN INDEX ARE ALSO INCLUDED.

Supplemental Notes: PRICE SHOWN IS FOR SET WHICH INCLUDES NCJ-57407.

Sponsoring Agency: NATIONAL INSTITUTE OF CORRECTIONS, 320 FIRST STREET, NW, WASHINGTON DC 20534.

Availability: SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901.

92. **SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS.** 218 p. 1978. **NCJ-57407**

THIS VOLUME OF TOOLS FOR TRAINERS, 1978, REVISES THREE PREVIOUS TEACHING MANUALS FOR CORRECTIONAL GUARD TRAINING PROGRAMS. IT CONTAINS ARTICLES AND LESSON PLANS PERTINENT TO EVERYDAY PROBLEMS BY GUARDS. SELECTIONS ARE INCLUDED UNDER SEVERAL SUBJECT AREAS, THE CHANGING ROLE OF THE CORRECTIONAL OFFICER, TRAINING OBJECTIVES, TECHNIQUES FOR TRAINING, AND MAINTENANCE OF SOCIAL CONTROL IN AN INSTITUTION. ARTICLES IN THE INTRODUCTORY SECTION FOCUS ON CORRECTIONAL OFFICERS' RIGHTS, RESPONSIBILITIES, AND LEGAL LIMITATIONS AND ON THEIR PREPARATION FOR INTERACTION WITH INMATES. THEN PRACTICAL INFORMATION ON TRAINING OBJECTIVES AND TECHNIQUES IS PROVIDED. DISCUSSIONS ON CRITERIA FOR SELECTING INSTRUCTIONAL STRATEGIES, APPLICATION OF JOB ANALYSIS TO TRAINING, AND USING A MODEL FOR ASSESSING TRAINING PROGRAMS ARE FURNISHED ALONG WITH DESCRIPTIONS OF TEACHING TECHNIQUES SUCH AS DESIGNING GAMES TO TEACH CORRECTIONAL SKILLS, CONTINGENCY CONTRACTING, AND GETTING TO KNOW THE INMATES AND USING THEM AS PART OF THE TRAINING STAFF. ARTICLES IN THE FINAL SECTION EMPHASIZE THAT TRAINING OF CORRECTIONAL PERSONNEL MUST GO BEYOND THE LEARNING OF SECURITY MEASURES AND RESTRAINING METHODS TO INCLUDE STUDY OF SKILLS FOR ANTICIPATING TROUBLE, DEALING EFFECTIVELY WITH CONFLICT WITHOUT INCREASING TENSION, AND RECOGNIZING AND REACTING TO SPECIAL PROBLEMS CREATED BY DIFFERENT TYPES OF INMATES. MATERIALS DEVELOPED BY THE CONNECTICUT DEPARTMENT OF CORRECTIONS FOR CRISIS MANAGEMENT ARE PROVIDED. KNOWLEDGE OF PSYCHOLOGICAL TECHNIQUES IS DISCUSSED AS IMPORTANT TO CORRECTIONAL OFFICERS WHO OFTEN ACT AS 'FRONT LINE' MENTAL HEALTH PRACTIONERS IN INTERACTING WITH INMATES, AND THE NEED TO RESPECT THE LAW WHEN DEALING WITH LAWBREAKERS IS EXAMINED. FINAL ARTICLES DEAL SPECIFICALLY WITH THE FEMALE INMATE AND THE INMATE WITH SUICIDAL TENDENCIES. BEHAVIORAL ANALYSIS, RATIONAL EMOTIVE THERAPY, REALITY THERAPY, AND INTERACTION SKILLS AND A BIBLIOGRAPHY FOR LESSON PLAN DEVELOPMENT AND TEACHING IS PROVIDED.

Supplemental Notes: PRICE SHOWN IS FOR SET WHICH INCLUDES NCJ-57426.

Sponsoring Agency: NATIONAL INSTITUTE OF CORRECTIONS, 320 FIRST STREET, NW, WASHINGTON DC 20534.

Availability: SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901.

93. **SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. TRAINING THE CORRECTIONAL OFFICER—THE PROCEEDINGS OF TWO WORKSHOPS.** 140 p. **NCJ-02257**

THE TRAINING OF CORRECTIONAL OFFICERS MUST REFLECT NOT ONLY THEIR CHANGING ROLES BUT ALSO THE CHANGING GOALS OF CORRECTIONS AND CORRECTIONAL INSTITUTIONS. THE CORRECTIONAL OFFICER'S ROLE IS SEEN AS CHANGING FROM CUSTODIAL TO BECOME AN INTEGRAL PART OF THE REHABILITATIVE STRATEGY OF THE INSTITUTION. AS SUCH, THE DEVELOPMENT AND IMPLEMENTATION OF TRAINING PROGRAMS FOR OFFICERS IS DISCUSSED. QUESTIONS ARE RAISED CONCERNING HOW THESE OFFICERS SHOULD BE TRAINED, AND WHAT SHOULD BE THE CONTENT OF THE TRAINING. RESULTS OF A SURVEY OF CURRENT TRAINING PROGRAMS THROUGHOUT THE COUNTRY AND A SUGGESTED TOPICAL OUTLINE OF CURRICULUM CONTENT ARE INCLUDED.

94. **J. R. STRATTON and R. M. TERRY. IOWA—STATEWIDE IN-SERVICE TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL, FINAL REPORT.** UNIVERSITY OF IOWA. 135 p. 1969. **NCJ-00634**

TWO YEAR CERTIFICATION PROGRAM TO COMPLEMENT ALREADY EXISTING TRAINING PROCEDURES. MAJOR FEATURES INCLUDE A SERIES OF SHORT, INTENSIVE CORRECTIONS ORIENTED TRAINING SESSIONS AND 12 HOURS OF UNIVERSITY COURSE WORK.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

95. **UNIVERSITY OF GEORGIA INSTITUTE OF GOVERNMENT, ATHENS GA 30601; NATIONAL INSTITUTE OF CORRECTIONS, 320 FIRST STREET, NW, WASHINGTON DC 20534. INTERPERSONAL COMMUNICATION SKILLS TRAINING—FINAL REPORT.** 155 p. 1974. **NCJ-36330**

FINAL REPORT ON A PROJECT TO TRAIN CORRECTIONAL MANAGEMENT PERSONNEL TO BE TRAINERS IN COMMUNICATION SKILLS. THE PURPOSE OF THIS TRAINING IS TO TEACH SKILLS RELATED TO LISTENING, UNDERSTANDING, AND RESPONDING THAT WILL ENABLE THE CORRECTIONS OFFICER AND OTHERS IN DIRECT CONTACT WITH INMATES TO IMPROVE THEIR COMMUNICATION AND AVOID MISUNDERSTANDINGS THAT CREATE TENSION AND CONFLICTS. EACH PARTICIPANT WHO SUCCESSFULLY COMPLETES THE PROGRAM WILL HAVE TWO SETS OF SKILLS—SYSTEMATIC INTERPERSONNEL TRAINING SKILLS AND SKILLS THAT RELATE TO PLANNING AND CONDUCTING COMMUNICATION SKILLS TRAINING PROGRAMS ON AN IN-SERVICE BASIS IN THE PARTICIPANT'S LOCAL AGENCY OR FACILITY. (AUTHOR ABSTRACT MODIFIED)

96. **UNIVERSITY OF NEVADA. NEVADA—STATEWIDE IN-SERVICE TRAINING OF CORRECTIONAL PERSONNEL, FINAL REPORT.** 79 p. 1969. **NCJ-00310**

BACKGROUND, PREPARATION, AND CONCLUSIONS OF AN IN-SERVICE CORRECTIONAL TRAINING PROGRAM IN

NEVADA. NEVADA HAS NO CENTRALIZED CORRECTION PROGRAM. THIS STATEWIDE PROGRAM REPORT INCLUDES CORRECTIONAL INSTITUTIONS AND THEIR EXISTING TRAINING PROGRAMS, SURVEYS AND CONSULTATIONS RESULTING IN PILOT PROGRAMS, PROGRAM DEVELOPMENT INCLUDING COURSE DESCRIPTIONS, TABULATIONS WITH STATUS OF RESPONDENTS AND THEIR REACTIONS TO THE COURSES, CHANGES AND ADDITIONAL COURSES, STUDENT ENROLLMENT, AND STAFF EVALUATION.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

97. **K. VIEGAS and G. CLARK. OREGON CORRECTIONS DIVISION—ORIENTATION—ON-THE-JOB TRAINING—EVALUATION PROJECT.** OREGON CORRECTIONS DIVISION, 170 12TH STREET, SE, SALEM OR 97310. 119 p. 1977. **NCJ-60666**

AN EVALUATION OF THE ROLE OF ORIENTATION AND ITS RELATION TO ON-THE-JOB TRAINING SHOWS STRONG SUPPORT FOR THE PROGRAMS USED AS AN AID TO CARRYING OUT OFFICIAL DUTIES, PARTICULARLY IN DEALING WITH INMATES. THE TRAINING AND DEVELOPMENT OF THE OREGON CORRECTIONS DIVISION REQUESTED A THIRD-PART EVALUATION OF THE 2-WEEK ORIENTATION PROGRAM OFFERED TO ALL NEW EMPLOYEES AND ITS LINK WITH ON-THE-JOB TRAINING. THE QUESTIONS INCLUDED: EMPLOYEE PREPARATIONS FOR ORIENTATION, SUPPORT RECEIVED WHEN RETURNING TO WORK AFTER ORIENTATION, REACTION TO CONTENT, TYPES AND QUALITY OF ON-THE-JOB TRAINING PROVIDED, AND RECOMMENDATIONS FOR THE NEXT TRAINING PLAN. THREE GROUPS PARTICIPATED IN ORIENTATION: CORRECTIONAL OFFICERS, CLERICAL, AND OTHER (INCLUDING HOSPITAL MANAGER, STEWARDS, AND REPAIRMEN). SUPERVISORS OF PARTICIPANTS AND ADMINISTRATIVE STAFF WERE ALSO QUESTIONED AND AREAS OF AGREEMENT AND CONFLICT BETWEEN ADMINISTRATORS AND OTHER STUDY RESPONDENTS WERE SUMMARIZED. RESPONDENTS STRONGLY SUPPORTED ORIENTATION TRAINING AND APPROVED MOST OF ITS CONTENT. SOME DOUBT WAS VOICED ABOUT POSSIBLE JOB APPLICATION OF DRIVER'S EDUCATION AND FIRST AID. RESPONDENTS ALSO SAID THAT IT WAS IMPORTANT TO KNOW HOW TO DEAL WITH INMATES IN AN OFFICIAL CAPACITY, AND THAT THE OBJECTIVES OF ON-THE-JOB TRAINING SHOULD BE MORE CLEARLY SPELLED OUT. THE EVALUATION DESCRIBES GOALS OF ORIENTATION, METHODS OF DATA COLLECTION AND ANALYSIS USED, COMPUTER ANALYSIS, AND INTERVIEW SCHEDULES.

98. **VIRGINIA COUNCIL ON CRIMINAL JUSTICE, 9 NORTH 12TH STREET, RICHMOND VA 23219. VIRGINIA—RULES RELATING TO COMPULSORY MINIMUM TRAINING STANDARDS FOR CORRECTIONAL OFFICERS OF STATE DEPARTMENT OF CORRECTIONS, DIVISION OF INSTITUTIONAL SERVICES.** 9 p. 1978. **NCJ-54165**

RULES ON MINIMUM TRAINING STANDARDS FOR CORRECTIONAL PERSONNEL IN THE VIRGINIA STATE DEPARTMENT OF CORRECTIONS ARE OUTLINED. MINIMUM TRAINING STANDARDS ARE SPECIFIED WITH REGARD TO TWO TRAINING PERIODS. THE FIRST PERIOD IS CONCERNED WITH GENERAL INFORMATION (ORIENTATION, PURPOSE OF TRAINING AND EMPLOYMENT, PERSONNEL AND EMPLOYMENT BENEFITS, ORGANIZATION OF INSTITUTIONAL PROGRAMS, HISTORY OF VIRGINIA'S DEPARTMENT OF CORRECTIONS, INSTITUTIONAL TOUR AND FAMILIARIZATION, DUTIES OF CORRECTIONAL OFFICERS, DIVISION AND INSTITUTION GUIDELINES, AND TESTING AND EVALUATION), SKILLS (FIREARMS, TEAR GAS, AND MACE WHERE UTILIZED; WRITTEN AND ORAL REPORTS; AND MULTIMEDIA FIRST AID), CUSTODY AND CONTROL (COUNT PROCEDURES, KEY CONTROL, CONTRABAND CONTROL, WORK PROGRAMS, AND SUPERVISION), AND TREATMENT (ROLE OF CORRECTIONAL OFFICERS). THE SECOND PERIOD INVOLVES ON-THE-JOB TRAINING IN RECREATION, CELL BUILDING, CLASSIFICATION, ADJUSTMENT, DORMITORIES, VISITING ROOMS, TREATMENT FACILITIES, MAIL ROOMS, AND DISPENSARIES AND CLINICS. OTHER PROVISIONS OF THE RULES CONCERN TIME REQUIREMENTS FOR THE COMPLETION OF TRAINING, HOW MINIMUM TRAINING MAY BE OBTAINED, APPROVED TRAINING SCHOOLS, GRADING, FAILURE TO COMPLY WITH RULES AND REGULATIONS, AND ADMINISTRATIVE REQUIREMENTS. THE RULES WERE TO HAVE BEEN EFFECTIVE ON AND AFTER OCTOBER 1, 1978, AND UNTIL AMENDED OR RESCINDED. A SAMPLE GRADING SHEET FOR CORRECTIONAL OFFICERS IS PROVIDED.

Availability: NCJRS MICROFICHE PROGRAM.

99. **R. WICKS and E. JOSEPHS. TECHNIQUES IN INTERVIEWING FOR LAW ENFORCEMENT AND CORRECTIONS PERSONNEL.** 139 p. 1972. **NCJ-09376**

CHAPTERS COVER THE CONDUCT OF INITIAL INTERVIEWS, SKILLS FOR ESTABLISHING A SOUND RELATIONSHIP WITH THE INTERVIEWEE, AND NONVERBAL COMMUNICATION. LAW ENFORCEMENT OFFICERS AND CORRECTIONAL PERSONNEL UTILIZE INTERVIEWING TECHNIQUES IN A VARIETY OF SITUATIONS—ASCERTAINING THE PROBLEMS OF PAROLEES AFTER THEIR RELEASE, INTERROGATING SUSPECTS, AND QUESTIONING WITNESSES AT THE SCENE OF AN ACCIDENT OR CRIME. THE BASICS OF INTERVIEWING ARE COVERED IN THIS PROGRAMMED TEXT. THE MATERIAL IS BROKEN DOWN INTO SMALL, NUMBERED STATEMENTS OR FRAMES. THE FRAMES ARE ARRANGED IN A LOGICAL, STEP-BY-STEP PATTERN, BEGINNING WITH SIMPLE CONCEPTS AND GRADUALLY PROGRESSING TO THE MORE COMPLEX. EACH FRAME PRESENTS A CERTAIN AMOUNT OF INFORMATION AND THEN ALLOWS THE READER TO FILL IN BLANKS TO TEST HIS UNDERSTANDING. THERE ARE ALSO LESSONS ON DEMONSTRATING INTEREST IN THE PERSON WHO IS BEING INTERVIEWED, CHANGING TOPICS DURING THE INTERVIEW, AND HANDLING UNPRODUCTIVE INTERVIEW SESSIONS.

Availability: CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD IL 62717.

100. **J. WITTMER, J. E. LANIER, and M. PARKER. RACE RELATIONS TRAINING WITH CORRECTIONAL OFFICERS.** AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, 1607 NEW HAMPSHIRE AVENUE, N W, WASHINGTON DC 20009. *PERSONNEL AND GUIDANCE JOURNAL (FEBRUARY 1976),* P 302-306. **NCJ-35054**

A FOUR DAY FLORIDA WORKSHOP IN RACE RELATIONS FOR CORRECTIONAL OFFICERS IS DESCRIBED, IN WHICH EMPATHY AND OPEN AND HONEST COMMUNICATION ARE STRESSED. EMPHASIS IS FIRST UPON DEVELOPING GOOD COMMUNICATION AND UNDERSTANDING BETWEEN BLACK AND WHITE WORKSHOP PARTICIPANTS. THEY ARE THEN ENCOURAGED TO RELATE THEIR NEW UNDERSTANDING OF RACIAL COMMUNICATIONS BARRIERS TO THE PRISON SETTING. THE WORKSHOP METHODS RELY HEAVILY UPON THE ACTIVE PARTICIPATION OF THE WORKSHOP ATTENDEES. WHILE NO DATA HAS YET BEEN ANALYZED IN ORDER TO EVALUATE THIS WORKSHOP PROGRAM, SUCH A PROJECT IS SAID TO BE UNDERWAY. IT IS SAID THAT WITHIN TWO YEARS OF THE WRITING OF THIS REPORT, OVER ONE HALF OF FLORIDA'S CORRECTIONAL OFFICERS WILL HAVE ATTENDED THE WORKSHOPS.

Supplemental Notes: REPRINT.

Audiovisual Material

101. **AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201. TECHNIQUES OF JAIL SUPERVISION AND MANAGEMENT SUPERVISION OF PRISONERS.** 1974. **NCJ-58832**

THIS AUDIO CASSETTE AND FILM STRIP UNIT DISCUSSES TECHNIQUES OF JAIL SUPERVISION WHEREBY CORRECTIONS PERSONNEL MAY ACHIEVE CONFORMITY AMONG THE PRISONERS. INMATES IN JAILS WILL NOT FOLLOW THE ORDERS OF CORRECTIONS OFFICERS OUT OF FEAR, BUT RATHER BECAUSE IT IS IN THE INMATES' PERSONAL INTEREST TO FOLLOW ORDERS. AN ORDERLY JAIL ENVIRONMENT REQUIRES THE APPLICATION OF SUPERVISORY TECHNIQUES. SUPERVISORY PERSONNEL MUST KNOW THEIR JOB AND MUST BE ABLE TO COMMUNICATE WITH OTHER EMPLOYEES. WITH SELF-CONFIDENCE, A SUPERVISOR WILL FULFILL THE REQUIREMENTS OF HIS JOB WITHOUT ABUSING PRISONERS OR GUARDS. ORDERS MUST BE TAILORED TO THE INDIVIDUAL AND MUST BE FOLLOWED BY PRAISE OR REPRIMAND AS REQUIRED. SUPERVISORS MUST BE OBJECTIVE AND NOT PLAY FAVORITES AMONG THE INMATES. PROMISES MADE BY SUPERVISORS MUST BE KEPT, AND ADVICE SHOULD BE GIVEN IN ACCORD WITH EXPECTATIONS AND RULES. HOUSEKEEPING REGULATIONS MUST BE CAREFULLY FOLLOWED, ESPECIALLY IN DINING AREAS, AT SICK-CALL, IN VISITING ROOMS, AND OUTSIDE THE JAIL FACILITY. PERSONNEL SHOULD BE AWARE OF REGULATIONS CONCERNING INMATE FURLOUGHS, SUPERVISION OF TRUSTEES, AND MONITORING RECREATION AREAS. NO REFERENCES ARE PROVIDED.

Supplemental Notes: THE KIT CONTAINS COLOR SLIDES, AN AUDIOCASSETTE, AND A 32 PAGE TRAINING GUIDE. THIS KIT IS PART OF AN ENTIRE SERIES CONTACT SALES AGENCY FOR PRICE OF COMPLETE SERIES SERIES.

Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201 Stock Order No. F1279-10A (Kit) (Not available through NCJRS Document Loan Program)

102. **P. DE FIRMIAN. INMATE REHABILITATION.** MICHIGAN DEPARTMENT OF CORRECTIONS, STEVENS T MASON BUILDING, LANSING MI 48913. 1973. **NCJ-38337**

THIS FILM DEPICTS AN OFFENDER FROM HIS BOOKING INTO A COUNTY JAIL TO HIS PARTICIPATION IN REHABILITATION PROGRAMS TO HIS SUCCESSFUL JOB PLACEMENT UTILIZING SKILLS HE LEARNED IN JAIL. THE FILM IS PART OF A TRAINING PROGRAM FOR MICHIGAN JAIL SPECIALISTS (CORRECTIONS OFFICERS). IT DISCUSSES THE JAIL INMATE REHABILITATION PROGRAM WHICH TRIES TO HELP THE ADULT OFFENDER FROM THE TIME OF HIS FIRST CONTACT WITH THE CORRECTIONAL SYSTEM. RELYING ON ASSISTANCE FROM COMMUNITY AGENCIES, CLASSES ARE OFFERED IN READING, HIGH SCHOOL EQUIVALENCY, PSYCHIATRIC GUIDANCE, COUNSELING, ETC., BASED ON THE RESULTS OF A SCREENING INTERVIEW. THE JAIL OFFERS A LIBRARY, VARIOUS INMATE JOBS, ARTS AND CRAFT CLASSES, AND GROUP PSYCHOTHERAPY (WHICH CORRECTIONS OFFICERS ALSO ATTEND). SENSITIVITY TRAINING IS A REQUIREMENT MANDATED FOR JAILERS SO THEY MAY BETTER UNDERSTAND THE INMATES. THE JAILERS GO THROUGH IDENTICAL BOOKING PROCEDURES AND ARE ACTUALLY LOCKED UP FOR TWO DAYS. THE FILM CLOSES BY SHOWING THE JOB PLACEMENT EFFORTS MADE IN BEHALF OF INMATES WHO HAVE DEVELOPED MARKETABLE SKILLS.

Supplemental Notes: 35 MINUTES, 16MM COLOR, 1973.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: MICHIGAN STATE UNIVERSITY FILM PRODUCTION DIVISION, EAST LANSING MI 48824 (Film) (Not available through NCJRS Document Loan Program)

103. **W. D. LEEKE and R. M. ODOM. PROJECT VIEW AND DO FINAL NARRATIVE REPORT.** SOUTH CAROLINA DEPARTMENT OF CORRECTIONS, 4444 BROAD RIVER ROAD, P O BOX 766, COLUMBIA SC 29202. 54 p. **NCJ-01167**

THIS PROJECT WAS TO BRING PROFESSIONAL TRAINING MATERIAL TO CORRECTIONAL OFFICERS IN SOUTH CAROLINA VIA TELEVISION. THE BASIC OBJECTIVE IS TO TRAIN CORRECTION OFFICERS ON A STATE LEVEL WITH A PREPARED PROGRAM WHICH MAY BE USED THROUGHOUT THE COUNTRY. FIVE DIFFERENT CORRECTIONAL TV TAPES ARE DESCRIBED WITH THEIR OBJECTIVES. THE TITLES COVERED ARE THE INMATE PERSONALITY, OFFICER-INMATE RELATIONSHIPS, THE OFFICER AS A SOURCE OF CHANGE, SECURITY, CUSTODY, AND CONTROL, AND A REVIEW OF THE OTHER TAPES. SEE SCRIPTS NCJ-01163, NCJ-01164, NCJ-01165, AND NCJ-01166.

104. **T. F. LONERGRAM and P. T. MAHER. SUPERVISION OF INMATES (FROM THE CORRECTIONAL OFFICERS TRAINING SERIES).** CHARLES CAHILL AND ASSOCIATES, INC. 1977. **NCJ-51933**

CORRECTIONAL OFFICERS DISCUSS PROBLEM INMATE BEHAVIOR, SUPERVISORY APPROACHES FOR OBTAINING DE-

SIRABLE INMATE BEHAVIOR, AND THE OBJECTIVES OF DISCIPLINE. THE FILM IS INTENDED FOR CORRECTIONAL OFFICER TRAINEES. CORRECTIONAL SUPERVISION INVOLVES TECHNIQUES USED BY OFFICERS TO INDUCE INMATES TO ACHIEVE SPECIFIC OBJECTIVES AND TO BEHAVE IN A CERTAIN MANNER. THE OVERALL OBJECTIVE OF INMATE SUPERVISION IS TO DEVELOP ORDERLY AND CONTROLLED ENVIRONMENTS WITHIN CORRECTIONAL FACILITIES. INMATES OFTEN ENGAGE IN CON GAMES TO ESTABLISH A REPUTATION AMONG OTHER INMATES, CHALLENGE THE AUTHORITY THAT HAS PUT THEM BEHIND BARS, AND MAKE ESCAPE POSSIBLE. SUCH GAMES MAY INVOLVE ATTEMPTS TO BECOME FAMILIAR WITH OFFICERS, TO ACT AS INFORMANTS IN RETURN FOR FAVORS, AND TO OBTAIN MINOR FAVORS WHICH CAN BE USED TO BLACKMAIL OFFICERS TO OBTAIN FUTURE FAVORS. CORRECTIONAL OFFICERS SHOULD MAINTAIN OPEN LINES OF COMMUNICATION AMONG ALL SHIFTS, REFUSE TO DISCUSS THEIR PERSONAL LIVES WITH INMATES, BE ALERT TO THE BEHAVIOR PATTERNS OF INMATES, AND REFUSE TO DISCUSS OTHER INMATES OR STAFF. SUCCESSFUL OFFICERS UNDERSTAND THEIR DUTIES AND THE RULES OF THE INSTITUTION; THEY HAVE THE ABILITY TO COMMUNICATE CLEAR, CONCISE, AND DIRECT ORDERS, AND THEY MAINTAIN CONSISTENT TEMPERAMENTS. OFFICERS SHOULD RECOGNIZE INDIVIDUAL DIFFERENCES IN INMATES' TEMPERAMENTS AND ABILITIES AND ASSIGN JOBS TO INMATES ACCORDINGLY. THE GOAL OF CORRECTIONAL DISCIPLINE IS TO CORRECT IMPROPER INMATE BEHAVIOR AND MAKE IT ACCORD WITH INSTITUTIONAL GOALS. PUNISHMENT SHOULD BE USED FOR INFLUENCING INMATE ATTITUDES AND BEHAVIOR AS A LAST RESORT. POSITIVE AND NEGATIVE DISCIPLINARY APPROACHES ARE DISCUSSED.

Supplemental Notes: 23 MINUTES, 16MM COLOR, 1977 RENTAL AVAILABLE.

Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201. (Film)

105. **F. L. MAGLEBY. AUDIO-VISUAL AIDS FOR INSERVICE TRAINING IN STATE AND FEDERAL PRISONS—FINAL REPORT.** UNIVERSITY OF UTAH. 19 p. 1968. **NCJ-01289**

METHODS OF USING SPECIALLY PREPARED SLIDES AND FILM STRIPS FOR THE INSERVICE TRAINING OF CORRECTIONAL PERSONNEL AND ORIENTATION OF PRISONERS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

106. **SECURITY IN A CORRECTIONAL FACILITY.** 1977. **NCJ-39976**

THIS FILM PRESENTS THE BASIC ELEMENTS OF PRISON SECURITY PROCEDURES TO BE FOLLOWED BY CORRECTIONS OFFICERS SO THAT THEY MAY ENSURE THAT THERE WILL BE NO ESCAPES, NO CONTRABAND, AND NO DISORDER. TWO IMPORTANT QUESTIONS THAT EVERY CORRECTIONS OFFICER MUST BE AWARE OF ARE; 'DO I KNOW THE PROCEDURES AND POLICIES OF MY INSTITUTION?' AND 'AM I DEVIATING FROM THOSE PROCEDURES?' THE CLASSIFICATION SYSTEM FOR INMATES IS EXTREMELY IMPORTANT TO BE AWARE OF BECAUSE IT DETERMINES THE INMATE ENVIRONMENT. THE PROPER ENVIRONMENT IS VITAL IF SECURITY IS TO BE MAINTAINED. THE MAIN RULE ABOUT INSPECTIONS IS 'BE THOROUGH.' TOOL AND UTENSIL CONTROL IS PARTICULARLY IMPORTANT. CONTINGENCY PLANS MUST BE DEVISED BY EVERY OFFICER. HE MUST KNOW AREAS OF SAFETY, POTENTIAL SHIELDS, DOORS, AND WHERE HE CAN EXPECT HELP. A THOROUGH UNDERSTANDING OF HIS JOB AND SELF EVALUATIONS VIS-A-VIS THE REQUIREMENTS OF THE JOB ARE CONTINUALLY IN ORDER. THE FIREARMS CONTROL PROCEDURES MUST BE THOROUGHLY UNDERSTOOD. IN GENERAL, CORRECTIONS OFFICERS SHOULD USE THEIR WEAPONS ONLY AFTER WARNINGS, ONLY AS A LAST RESORT, AND NEVER TO KILL. KEY CONTROL MUST BE STRICTLY ENFORCED AS INMATES ARE ALWAYS TRYING TO GET HOLD OF KEYS. INMATE COUNTS MUST BE CORRECT EVERY TIME. THE SAME RULES APPLY TO BOTH PERSONAL SEARCHES AND AREA SEARCHES—BE SYSTEMATIC AND BE OBJECTIVE. FINALLY, EVERY OFFICER SHOULD BE AWARE OF HIS INSTITUTION'S EMERGENCY PLANS. THE POINTS BROUGHT OUT DURING THE FILM ARE SUCCINCTLY RESTATED AT THE END.

Supplemental Notes: 21 MINUTES, 16MM COLOR, 1977 RENTAL ALSO AVAILABLE.

Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201 (Film) (Not available through NCJRS Document Loan Program)

107. **J. SKIDMORE. CORRECTIONAL OFFICER—COURTROOM DEMEANOR.** CHARLES CAHILL AND ASSOCIATES, INC. 1978. **NCJ-57458**

IN THIS TRAINING FILM FOR CORRECTIONAL OFFICERS, THE ELEMENTS OF EFFECTIVE COURTROOM TESTIMONY ARE OUTLINED BY TRACING AN OFFICER'S ACTIONS FROM THE TIME HE WITNESSES AN INMATE CRIME TO HIS APPEARANCE IN COURT. WHEN A CORRECTIONAL OFFICER WITNESSES A CRIME IN PRISON, THAT OFFICER WILL PROBABLY BE REQUIRED TO FILL OUT A REPORT ON THE INCIDENT AND MAY EVEN HAVE TO TESTIFY IN COURT. THIS FILM CAUTIONS OFFICERS TO PREPARE THEMSELVES ADEQUATELY BEFORE THE ACTUAL TESTIMONY--AN EVENT THAT MAY BE SEVERAL MONTHS IN THE FUTURE. OFFICERS SHOULD PREPARE DETAILED NOTES ON THE INCIDENT, MAKE SKETCHES OF THE CRIME SCENE, RETURN TO THE SCENE SEVERAL TIMES TO REVIEW PERTINENT DATA RELATING TO THE CRIME, REVIEW NOTES REGULARLY, AND DEVELOP RESPONSES TO QUESTIONS THAT MIGHT BE ASKED BY ATTORNEYS. A PRETRIAL CONFERENCE WITH THE PROSECUTING ATTORNEY WILL BE NECESSARY, AND AT THIS TIME, CORRECTIONAL OFFICERS SHOULD PROVIDE OBSERVATIONS ABOUT THE CONDUCT AND NATURE OF THE INMATES INVOLVED AND DESCRIBE THE INCIDENT AND CRIME SCENE WITHOUT TRYING TO HIDE PERSONAL FEELINGS ABOUT THEIR OWN ACTIONS IN RELATION TO THE CRIME. IN THE COURTROOM, OFFICERS ACTING AS WITNESSES SHOULD BE CAREFUL NOT TO DISCUSS THE CASE WITH OTHERS, DRESS NEATLY IN CONSERVATIVE CLOTHES, ANSWER ALL QUESTIONS TO THE BEST OF THEIR KNOWLEDGE, AND MOST OF ALL, REMAIN OBJECTIVE, DIGNIFIED, COURTEOUS, AND FAIR TO BOTH SIDES.

Supplemental Notes: ELEVEN MINUTES, 16MM COLOR, 1978 RENTAL ALSO AVAILABLE.

Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201 (Film) (Not available through NCJRS Document Loan Program)

108. **J. SKIDMORE. CORRECTIONAL OFFICER—INMATE BODY SEARCHES, PART 1 CLOTHED.** CHARLES CAHILL AND ASSOCIATES, INC. 1978. **NCJ-57574**

THIS TRAINING FILM FOR CORRECTIONAL OFFICERS ILLUSTRATES PROPER TECHNIQUES COMMONLY USED IN THE CLOTHED SEARCH OR SHAKEDOWN OF PRISONERS ENTERING OR MOVING BETWEEN OR WITHIN A CORRECTIONAL INSTITUTION OR JAIL. PREPARED FOR BOTH LINE OFFICERS AND NEW RECRUITS, THIS FILM OUTLINES THE FIVE GOALS OF A THOROUGH BODY SEARCH: (1) PREVENTING THE INTRODUCTION OF WEAPONS, (2) INTERCEPTING CONTRABAND, (3) PROTECTING INMATES FROM ALCOHOL AND DRUG-RELATED PROBLEMS, (4) PREVENTING THE THEFT OF GOVERNMENT PROPERTY, AND (5) PROTECTING INMATES FROM HEALTH HAZARDS. TOP TO BOTTOM SEARCHES OF THE BODIES AND CLOTHES OF BOTH MALE AND FEMALE PRISONERS ARE DEMONSTRATED, WITH EMPHASIS ON THE

NEED FOR A THOROUGH, SYSTEMATIC, AND OBJECTIVE APPROACH TO EACH PRISONER AND ON THE NEED FOR CONSTANT VIGILANCE AGAINST BREACHES OF PERSONAL AND INSTITUTIONAL SECURITY. THE FOCUS, IN PARTICULAR, IS ON THE HAIR, MOUTH, UNDERARMS, AND GENITAL AND RECTAL AREAS, AS WELL AS SHOES AND THE COLLAR, SEAMS, AND BELT AREAS OF CLOTHES. SEE ALSO NCJ-57575.

Supplemental Notes: 16 MINUTES, 16MM COLOR, 1978.

Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201 (Film) (Not available through NCJRS Document Loan Program)

109. **J. SKIDMORE. CORRECTIONAL OFFICER—INMATE BODY SEARCHES, PART 2 UNCLOTHED.** CHARLES CAHILL AND ASSOCIATES, INC. 1978. **NCJ-57575**

THIS TRAINING FILM FOR CORRECTIONAL OFFICERS ILLUSTRATES PROPER TECHNIQUES COMMONLY USED IN THE UNCLOTHED OR STRIPPED SEARCH OF PRISONERS ENTERING OR MOVING BETWEEN OR WITHIN A CORRECTIONAL INSTITUTION OR JAIL. PREPARED FOR BOTH LINE OFFICERS AND NEW RECRUITS, THIS FILM OUTLINES THE FIVE GOALS OF A THOROUGH BODY SEARCH: (1) PREVENTING THE INTRODUCTION OF WEAPONS, (2) INTERCEPTING CONTRABAND, (3) PROTECTING INMATES AGAINST ALCOHOL AND DRUG-RELATED PROBLEMS, (4) PREVENTING THE THEFT OF GOVERNMENT PROPERTY, AND (5) GUARDING AGAINST POSSIBLE HEALTH HAZARDS. TOP TO BOTTOM SEARCHES OF THE BODIES AND CLOTHES OF BOTH MALE AND FEMALE PRISONERS ARE DEMONSTRATED, WITH EMPHASIS ON THE NEED FOR A THOROUGH, SYSTEMATIC, AND OBJECTIVE APPROACH TO EACH PERSONAL AND INSTITUTIONAL SECURITY. ALTHOUGH SCRUTINIZING THE CLOTHES OF INMATES IS COVERED, THE PRIMARY FOCUS IS ON SEARCHES OF THE HAIR, MOUTH, EARS, AND ANAL AND GENITAL AREAS. SEE ALSO NCJ-57574.

Supplemental Notes: 13 MINUTES, 16MM COLOR, 1978.

Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201 (Film) (Not available through NCJRS Document Loan Program)

110. **J. SKIDMORE. CORRECTIONAL OFFICER—OFFICER OBSERVATION.** CHARLES CAHILL AND ASSOCIATES, INC. 1978. **NCJ-59118**

EXAMPLES OF SIGNIFICANT, UNUSUAL INMATE BEHAVIOR ARE ILLUSTRATED IN THIS FILM TO ENHANCE THE CORRECTIONAL OFFICER'S ABILITY TO SENSE WHAT IS NORMAL BEHAVIOR AS OPPOSED TO AN ATMOSPHERE OF UNREST. TO BE ABLE TO REPORT UNUSUAL BEHAVIOR AND TO ASSIST FELLOW WORKERS IN CREATING AN OVERALL PICTURE OF WHAT IS GOING ON WITHIN THE INMATE POPULATION, THE CORRECTIONAL OFFICER SHOULD NOTICE SIGNS OF UNUSUAL BEHAVIOR. IF THE NUMBER OF VISITORS IN THE VISITING ROOM IS LOW, INMATES MAY HAVE TOLD THEIR RELATIVES TO AVOID THE PRISON BECAUSE OF AN APPROACHING DISTURBANCE. IF A CORRECTIONAL OFFICER IS IGNORED BY A FORMERLY FRIENDLY INMATE OR DETAINED BY AN INMATE, A RIOT MAY BE IN THE OFFING. OFFICERS SHOULD STAY ALERT TO SUCH SIGNS AS AN ABNORMAL AMOUNT OF INMATES PERFORMING CLEANING DUTIES (CLEANING TOOLS CAN BE WEAPONS), THE ABSENCE OF INMATES CLUSTERING AROUND AN OFFICER'S POST (INMATES AFRAID TO BE LABELLED AS 'STOOLIES'), AN INMATE POSTED AS LOOKOUT, INMATES IN GROUPS LARGER THAN NORMAL, RACIAL SEGREGATION AMONG INMATES, A DECREASE IN NORMAL INMATE ACTIVITY (FEW PARTICIPANTS IN A POPULAR BREAKFAST OR SPORTS EVENT), AN UNUSUAL AMOUNT OF CLOTHING WORN ON A WARM DAY (COVERING WEAPONS), GIDDY FEMALE INMATES (IN ANTICIPATION OF A DISTURBANCE), A LOWER THAN USUAL NOISE LEVEL, AND INMATES' ACCUMULATING MORE FOOD THAN USUAL. EACH OF THESE OCCURRENCES COULD BE CAUSED BY FACTORS HAVING NOTHING TO DO WITH PRISON DISORDERS. HOWEVER, BY STAYING ALERT TO THE UNUSUAL, THE CORRECTIONAL OFFICER IMPROVES HIS CHANCES OF PREVENTING THE DISTURBANCE FROM OCCURRING.

Supplemental Notes: 13 MINUTES, 16MM COLOR, 1978 RENTAL ALSO AVAILABLE.

Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201 (Film) (Not available through NCJRS Document Loan Program)

111. **J. SKIDMORE. CORRECTIONAL OFFICER—OFFICER SAFETY.** CHARLES CAHILL AND ASSOCIATES, INC. 1978. **NCJ-59117**

SITUATIONS IN WHICH CORRECTIONAL WORKERS CAN BE HURT AND EVEN KILLED BY INMATES ARE DRAMATICALLY ILLUSTRATED IN THIS FILM, POINTING OUT PROCEDURES OFFICERS CAN EMPLOY TO PREVENT DANGER AND PERSONAL HARM. EACH YEAR HUNDREDS OF CORRECTIONAL OFFICERS ARE KILLED OR MAIMED BY INMATES. IN MANY OF THESE INSTANCES, THE CORRECTIONAL WORKER COULD HAVE AVOIDED BECOMING A VICTIM BY FOLLOWING A FEW SIMPLE GUIDELINES. THE CORRECTIONAL OFFICER SHOULD KNOW THE CHARACTER OF THE INMATE HE IS GUARDING, WHETHER VIOLENT BEHAVIOR HAD PREVIOUSLY BEEN A PROBLEM. THE OFFICER SHOULD AVOID WALKING WITHIN ARMS' DISTANCE OF PRISON BARS, ESPECIALLY AT NIGHT; HE SHOULD WALK ON AN INMATE'S RIGHT HAND SIDE AND BEHIND HIM; AND TWO OFFICERS SHOULD ESCORT A DANGEROUS PRISONER. TO BREAK UP A FIGHT, OFFICERS SHOULD WALK TO THE SCENE, OBSERVE THE DISTURBANCE, AND TOUCH THE PARTICIPANTS LIGHTLY. THE OFFICER SHOULD ALWAYS MOVE SLOWLY AND TALK SOFTLY TO PROVIDE THE INMATE WITH AN ESCAPE AND TO LOOK FOR ONE HIMSELF. DURING A CONFRONTATION, THE OFFICER SHOULD CALL FOR HELP BEFORE ATTEMPTING TO HANDLE THE SITUATION ALONE. WHEN HANDCUFFING AN INMATE, ARMS SHOULD BE BEHIND THE INMATES BACK; OTHERWISE, THE INMATE COULD USE HIS MANACLED HANDS AS A WEAPON. ALSO, OFFICERS SHOULD PRACTICE PROCEDURES FOR ESCAPE IN CASE OF FIRE OR IN TIMES OF RIOT, REQUIRING KNOWLEDGE OF PRISON LAYOUT. OTHER TECHNIQUES OF WALKING IN A CELL BLOCK AND CONDUCTING A CELL SEARCH ARE DEPICTED.

Supplemental Notes: 12 MINUTES, 16MM COLOR, 1978 RENTAL ALSO AVAILABLE.

Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201 (Film) (Not available through NCJRS Document Loan Program)

PROBATION AND PAROLE TRAINING

112. AMERICAN BAR ASSOCIATION, 1800 M STREET, NW, WASHINGTON DC 20036. NATIONAL VOLUNTEER PAROLE AIDE PROGRAM—GUIDELINES FOR STATE PROJECTS. 35 p. 1974. **NCJ-13548**
ADMINISTRATIVE GUIDELINES FOR ATTORNEY-VOLUNTEER PROGRAM DESIGNED TO PROVIDE LAY ASSISTANCE FOR PAROLEES UPON THEIR RELEASE FROM PRISON. THE GUIDELINES SPECIFY THE RELATIONSHIP BETWEEN THE STATE AND NATIONAL VOLUNTEER PAROLE AIDE PROGRAMS. THEY DESCRIBE AS WELL ALL OF THE MAJOR COMPONENTS OF THE STATE PROJECT—THE BAR, PAROLE AUTHORITY, STEERING COMMITTEE, LOCAL SUBCOMMITTEES, PROJECT ADMINISTRATOR, VOLUNTEER, PAROLE OFFICER, AND PAROLEE. THE GUIDELINES OUTLINE THE CRITICAL TASKS IN LAUNCHING A PROJECT, AND PROVIDE TOOLS AND IDENTIFY RESOURCES TO FACILITATE THE PROCESS. MAJOR ELEMENTS OF A PROJECT ARE EMPHASIZED, WHILE RECOGNIZING THE NEED FOR FLEXIBILITY WITHIN EACH INDEPENDENT STATE STRUCTURE.
Availability: NCJRS MICROFICHE PROGRAM.

113. AUSTRALIAN INSTITUTE OF CRIMINOLOGY J V BARRY MEMORIAL LIBRARY, P O BOX 28, WODEN ACT 2602, AUSTRALIA. TRAINING DEVELOPMENTS IN THE CRIMINAL JUSTICE SYSTEM—A READING LIST. 13 p. 1977. Australia. **NCJ-52700**
THIS READING LISTS CITES 90 MONOGRAPHS AND JOURNAL ARTICLES PUBLISHED IN AUSTRALIA AND THE U.S. AND DEALING WITH CRIMINAL JUSTICE SYSTEM TRAINING DEVELOPMENTS FOR LAW ENFORCEMENT AND CORRECTIONAL OFFICERS. THE CITED MATERIALS, PUBLISHED BETWEEN 1967 AND 1975, ARE ARRANGED ALPHABETICALLY IN TWO GROUPS–MONOGRAPHS AND JOURNALS. THE MATERIALS DEAL WITH A VARIETY OF TRAINING AND EDUCATION TOPICS, INCLUDING INTERNATIONAL TRAINING COURSES IN PRISON ADMINISTRATION, POLICE SELECTION, PERCEPTIONS OF TRAINING NEEDS IN ADULT PROBATION AND PAROLE OFFICERS, POLICE RECRUIT TRAINING, HISTORICAL AND CONTEMPORARY ASPECTS OF CORRECTIONS PERSONNEL RECRUITMENT, POLICE EDUCATIONAL CHARACTERISTICS AND CURRICULUMS, VOLUNTEER TRAINING FOR COURTS AND CORRECTIONS, CORRECTIONS MANAGEMENT, OFFENDERS AS A CORRECTIONAL MANPOWER RESOURCE, THE ENGLISH PENAL SYSTEM IN TRANSITION, ABORIGINAL PROBATION AND PAROLE TRAINEES, TRAINING POLICE FOR THEIR SOCIAL ROLE, TRAINING POLICE IN CRISIS INTERVENTION, THE USE OF WRITTEN EXAMINATIONS IN SELECTING POLICE OFFICERS, APPLICANT SCREENING, AND INTERPERSONAL SKILLS MODELS FOR TRAINING CORRECTIONAL WORKERS.
Availability: NCJRS MICROFICHE PROGRAM.

114. H. BARR. VOLUNTEERS IN PRISON AFTER-CARE. 167 p. 1971. **NCJ-11112**
THREE YEAR PILOT PROJECT BASED IN LONDON CONCERNED WITH A PARTNERSHIP BETWEEN PROFESSIONAL GROUP AND NONPROFESSIONAL VOLUNTARY ORGANIZATION. THE PROGRAM 'TEAMWORK ASSOCIATES' WAS LAUNCHED IN 1966 AS A VOLUNTARY ORGANIZATION WHICH WOULD WORK IN PARTNERSHIP WITH THE INNER LONDON PROBATION AND AFTER-CARE SERVICE. ALTHOUGH THE PROJECT WAS ORIGINALLY DESIGNED WITH THE NEEDS OF EX-PRISONERS IN MIND, VOLUNTARY ASSOCIATES WERE INTRODUCED TO MANY INDIVIDUALS WHO HAD NOT BEEN IMPRISONED, OR IN SOME INSTANCES, EVEN CONVICTED. INDIVIDUAL CHAPTERS DISCUSS RECRUITMENT, MOTIVATION, PREPARATION, SELECTION AND SUPERVISION OF VOLUNTEERS. THE VOLUNTARY ASSOCIATES, THEIR CLIENTS, AND THE WORKER-CLIENT RELATIONSHIP ARE ALSO EXAMINED. IN ADDITION, PROJECT EFFECTS AND IMPLICATIONS FOR PROBATION OFFICERS, ORGANIZATIONAL STRUCTURE, AND FUTURE PROJECTS ARE CONSIDERED. APPENDED MATERIAL BRIEFLY OUTLINES THE PREPARATORY COURSE FOR VOLUNTEERS, AND PRESENTS DATA CONCERNING THE CLIENT-WORKER COMPACT. (AUTHOR ABSTRACT MODIFIED)
Supplemental Notes: TRAINING SERIES NO. 20.
Availability: GEORGE ALLEN AND UNWIN, LTD, RUSKIN HOUSE, MUSEUM STREET, LONDON, ENGLAND.

115. G. J. BENSINGER. TRAINING FOR CRIMINAL JUSTICE PERSONNEL—A CASE STUDY. ADMINISTRATIVE OFFICE OF THE UNITED STATES COURTS, SUPREME COURT BUILDING, WASHINGTON DC 20544. *FEDERAL PROBATION,* V 41, N 3 (SEPTEMBER 1977), P 31-36. **NCJ-53328**
THE DEVELOPMENT OF AN INSERVICE TRAINING PROGRAM FOR COURT AND CORRECTIONS PERSONNEL IN COOK COUNTY, ILL., IS RECOUNTED. THE DISCUSSION TRACES THE COOK COUNTY CRIMINAL JUSTICE TRAINING AND LEADERSHIP DEVELOPMENT SECTION'S HISTORY FROM THE PROJECT'S INITIAL LEAA FUNDING THROUGH ITS INSTITUTIONALIZATION AS PART OF COUNTY GOVERNMENT. THE METHODS USED TO ASSESS TRAINING NEEDS AND TO

DESIGN PROGRAMS AND CURRICULUMS ARE DESCRIBED, AND EXAMPLES OF COURSE OFFERINGS FOR PROBATION OFFICERS, JUVENILE DETENTION OFFICERS, CORRECTIONAL PERSONNEL, COURT CLERKS, SHERIFF'S COURT DEPUTIES, AND OTHER NONPOLICE CRIMINAL JUSTICE PERSONNEL ARE CITED. SPECIAL ATTENTION IS DIRECTED TO ORGANIZATIONAL AND OTHER FACTORS THAT PROVED IMPORTANT TO THE PROJECT'S SUCCESS. WHEN INITIAL FUNDING WAS OBTAINED FOR THE PROJECT, THE COOK COUNTY BOARD SUBCONTRACTED WITH CHICAGO'S CITY COLLEGES TO IMPLEMENT THE TRAINING, AND THE PROGRAM WAS SET UP AS A SEMIAUTONOMOUS UNIT WITHIN ONE OF THE CITY COLLEGE INSTITUTIONS. IMPORTANT MILESTONES IN THE EARLY STAGES OF PROJECT DEVELOPMENT WERE THE DECISIONS TO ADOPT A NINE-PART TRAINING ORGANIZATION/LEARNING OBJECTIVES MODEL AND TO HIRE FACULTY ON A PART-TIME, CONTRACTUAL BASIS. AFTER FEDERAL FUNDING EXPIRED, THE PROJECT WAS TRANSFERRED FROM CITY COLLEGES TO COUNTY GOVERNMENT, AND STEPS WERE TAKEN TO ADJUST TO THE REDUCTION IN FUNDING THAT ENSUED. GREATER EMPHASIS WAS PLACED ON SYSTEMWIDE (AS OPPOSED TO AGENCY-SPECIFIC) TRAINING, ON 'TRAINING OF TRAINERS' PROGRAMS, AND ON THE DEVELOPMENT OF A TRAINING RESOURCE CENTER (LIBRARY, AUDIOVISUAL AIDS, ETC.). THE SUPPORT AGENCY ADMINISTRATORS AND SUPERVISORS, COMMITMENT TO THE CONCEPT OF STAFF DEVELOPMENT, AND EFFORTS TO RELATE TRAINING CONTENT TO JOB TASKS ARE AMONG THE FACTORS THAT CONTRIBUTED TO THE PROJECT'S SUCCESS.

Supplemental Notes: ARTICLE ADAPTED FROM REPORTS SUBMITTED TO THE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION, ESPECIALLY 'BEGINNING AND BELONGING', FINAL REPORTS FOR JULY 1972 TO MAY 1975.

Availability: NCJRS MICROFICHE PROGRAM.

116. **BUREAU OF PRISONS, 320 FIRST STREET, NW, WASHINGTON DC 20534. CORRECTIONAL COUNSELOR TRAINING—INSTRUCTOR'S MANUAL.** 183 p. 1973. **NCJ-63778**

THIS CORRECTIONAL COUNSELING PROGRAM, DESIGNED PRIMARILY FOR THE DEVELOPMENT OF LINE-STAFF CORRECTIONAL WORKERS, CONSISTS OF BASIC INTERVIEW TECHNIQUES AND AN INTERMEDIATE COUNSELING MANUAL. BASED ON THE WORK OF ROBERT R. CARKHUFF AND ASSOCIATES, THIS COUNSELING PROGRAM FOR DEVELOPMENT OF 'FUNCTIONAL PROFESSIONALS' WAS FIELD-TESTED AT THE ATLANTA FEDERAL PENITENTIARY (GEORGIA), LOMPOC CORRECTIONAL INSTITUTION (CALIFORNIA), AND ENGLEWOOD FEDERAL YOUTH CENTER (NEW JERSEY). THE BASIC COUNSELING MANUAL PRESENTS A HELPING RELATIONSHIP OPERATIONAL MODEL THAT DESCRIBES THE DIFFERENT DEVELOPMENTAL PHASES OF THE HELPER AND PERSON WHO SEEKS HELP; IT INCLUDES A DISCRIMINATION SCALE THAT ASSESSES THE IMPACT OF THE HELPER'S RESPONSES, EXAMPLES OF RELEVANT AND NEGATIVE RESPONSES, A DISCUSSION OF HELPING GOALS, AND A DESCRIPTION OF THE MOTHER-FATHER RELATIONSHIP AS A PART OF THE HELPING MODEL. COMMUNICATION EXERCISES ARE PROVIDED, AND EXAMPLES OF EXTENDED EMPATHY INTERCHANGES, FEELING AND MEANING RESPONSES, AND CONDITIONS FACILITATING HELPING RELATIONSHIPS ARE GIVEN. A PROBLEMSOLVING MODEL OUTLINES THE STAGES BETWEEN UNDERSTANDING A PROBLEM AND ACTING ON IT. THE INTERMEDIATE COUNSELING MANUAL SUGGESTS INTENSIVE APPLICATION OF COUNSELING SKILLS USING FEEDBACK RECORDING. IT PROVIDES A DISCUSSION OF CROSS-CULTURAL COMMUNICATIONS. EVALUATION TECHNIQUES ARE PROVIDED FOR BOTH MANUALS AND A GLOSSARY OF TERMS AND A COUNSELING BIBLIOGRAPHY ARE PROVIDED.

117. **CENTRAL COUNCIL FOR EDUCATION AND TRAINING IN SOCIAL WORK, DERBYSHIRE HOUSE, ST CHAD'S STREET, LONDON WC1H 8AD, ENGLAND. LEARNING TO BE A PROBATION OFFICER—REPORT OF A STUDY GROUP ON PRACTICE PLACEMENTS IN THE PROBATION AND AFTER CARE SERVICE.** 55 p. 1978. United Kingdom. **NCJ-55509**

A STUDY COMMISSION REVIEWING THE TRAINING OF PROBATION WORKERS IN THE UNITED KINGDOM FINDS GREAT CHANGES ARE TAKING PLACE IN THE FIELD AND URGES GREATER COOPERATION BETWEEN SCHOOLS AND PLACEMENT AGENCIES. THE CHANGES FOUND BY THE REVIEW ARE DETAILED AND THEIR IMPLICATIONS FOR THE TRAINING OF FUTURE PROBATION OFFICERS ARE ASSESSED. AT PRESENT, THE PRACTICE PLACEMENTS ARE SEEN AS THE MOST VALUABLE PART OF THE FUTURE PROBATION OFFICER'S TRAINING. BECAUSE THE SCHOOLS ARE NOT KEEPING UP WITH CHANGES, AREAS WHICH NEED TO BE UPDATED ARE POINTED OUT. IN GENERAL, PROBATION OFFICERS IN THE UNITED KINGDOM SPEND MORE TIME WORKING WITH ADULTS THAN WITH CHILDREN, SPEND MORE HOURS WORKING WITH REPEAT OFFENDERS, AND ARE ASKED TO PROVIDE A WIDER RANGE OF SERVICES. THE PRACTICE PLACEMENTS ARE SEEN AS ESPECIALLY VALUABLE IN TEACHING THE STUDENT TO HANDLE THESE AREAS, WHICH ARE NOT COVERED WELL IN SCHOOLS, AND TO LEARN TO FUNCTION IN COURTROOMS AND OTHER NONSOCIAL WORK SETTINGS. SPECIAL PROBLEMS ENCOUNTERED IN SCOTLAND AND IN NORTHERN IRELAND ARE REVIEWED. THE LARGE NUMBER OF MINORITY OFFENDERS AND MINORITY SOCIAL WORK STUDENTS ALSO CREATE PROBLEMS. THESE ARE REVIEWED. RECOMMENDATIONS INCLUDE CLOSER COORDINATION BETWEEN SCHOOLS OF SOCIAL WORK AND AGENCIES SUPERVISING PRACTICE PLACEMENTS, CAREFUL SELECTION OF THE PERSON WHO WILL SUPERVISE THE STUDENT'S PLACEMENT, AND A BETTER UNDERSTANDING OF THE ROLE OF THE AGENCY IN THE EDUCATION OF THE STUDENT. THE ROLE THE CENTRAL COUNCIL FOR EDUCATION AND TRAINING IN SOCIAL WORK CAN PLAY IN PROMOTING THIS COORDINATION IS REVIEWED. APPENDIXES PRESENT NOTES ON THE PROBATION AND AFTER CARE SERVICE, EXAMPLES OF TOPICS WHICH MIGHT BE COVERED IN A PRACTICE PLACEMENT, AND EXAMPLE OF TEAM SUPERVISION, A SAMPLE ASSESSMENT SCHEDULE, A CURRICULUM OUTLINE, AND A BIBLIOGRAPHY.

118. **R. D. CLEMENTS. PARA-PROFESSIONALS IN PROBATION AND PAROLE—A MANUAL FOR THEIR SELECTION, TRAINING, INDUCTION AND SUPERVISION IN DAY-TO-DAY TASKS.** UNIVERSITY OF CHICAGO LAW SCHOOL. 108 p. 1972. **NCJ-13658**

DESIGNED TO PROVIDE THE ADMINISTRATOR OR SUPERVISOR OF A PROBATION-PAROLE OFFICE WITH SUGGESTIONS FOR ORGANIZING AND INTEGRATING A PARA-PROFESSIONAL PROBATION-PAROLE OFFICER-ASSISTANT PROGRAM INTO AN EXISTING LOCAL OFFICE. COMMENTS ARE MADE ON THE PROFESSIONAL PROBATION-PAROLE OFFICER'S NEED FOR THE HELP OF THE PARA-PROFESSIONAL. IN THE FIRST SECTION ON INTRODUCING A PARA-PROFESSIONAL PROGRAM INTO A LOCAL PROBATION OR PAROLE OFFICE, THE FOLLOWING TOPICS ARE COVERED—PREPARING THE PROFESSIONAL STAFF FOR CHANGE, POSITION DESCRIPTION OF THE PROBATION OR PAROLE OFFICER-ASSISTANT, RECRUITMENT OF PARA-PROFESSIONALS, AND SELECTION CRITERIA AND PROCESS. THE SECTION ON ORIENTATION AND TRAINING OF THE PARA-PROFESSIONAL DEALS WITH THE CRIMINAL JUSTICE SYSTEM AS PERCEIVED BY THE CLIENT, ORIENTATION TO PROBATION AND PAROLE, PARA-PROFESSIONAL RESPONSIBILITIES AND FUNCTIONS, AND INFORMING THE PARA-PROFESSIONAL ABOUT THE CLIENT. COMMENTS ARE THEN MADE ON THE INDUCTION, ASSIGNMENT AND DEVELOPMENT OF THE PARA-PROFESSIONAL. THE FIRST TWO AP-

PENDIXES CONTAIN A SUMMARY OF THE PROBATION OFFICER-CASE AIDES PROJECT AND CONTINUATION PHASE (AN EXPERIMENTAL FIELD-STUDY OF THE USE OF PART-TIME, INDIGENOUS, PARA-PROFESSIONALS IN FEDERAL PROBATION AND PAROLE CONDUCTED IN THE NORTHERN DISTRICT OF ILLINOIS, UNITED STATES PROBATION OFFICE.) THE THIRD APPENDIX CONTAINS A SAMPLE TRAINING KIT CONTAINING COURSE OUTLINE, CASE TRAINING MATERIAL, COMMUNITY RESOURCES, SAMPLE FORMS AS INSTRUCTION MATERIAL, A READING LIST OF ARTICLES FROM FEDERAL PROBATION QUARTERLY, USEFUL TRAINING FILMS, AND SOME GENERAL READINGS IN CRIMINAL JUSTICE AND CORRECTIONS.

Sponsoring Agency: US DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE NATIONAL INSTITUTE OF MENTAL HEALTH, 5600 FISHERS LANE, ROCKVILLE, MD 20852.

Availability: NCJRS MICROFICHE PROGRAM.

119. **N. W. COLLINS. IN-SERVICE TRAINING FOR GEORGIA PROBATION, PAROLE AND CORRECTIONS, A PROGRESS REPORT.** UNIVERSITY OF GEORGIA. 112 p. 1969. **NCJ-01066**

A STUDY TO DETERMINE HOW A CONTINUING, COMPREHENSIVE TRAINING PROGRAM FOR ALL PHASES OF CORRECTIONAL WORK CAN BE DEVELOPED. THE STUDY CONSISTED OF FIVE COMPONENTS—A DEMOGRAPHIC STUDY OF ALL PERSONNEL EMPLOYED BY THREE CORRECTIONAL AGENCIES—PROBATION, PAROLE, AND CORRECTIONS, A REVIEW OF CORRECTIONAL TRAINING LITERATURE, COMMUNICATIONS BETWEEN PROJECT ADMINISTRATORS, IDENTIFICATION OF STATE EDUCATIONAL AND TRAINING RESOURCES, AND PREPARATION OF A SYSTEMATIC EDUCATIONAL PLAN. RECOMMENDATIONS REGARDING TRAINING AND EDUCATIONAL NEEDS ARE INCLUDED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

120. **R. T. CROW. PERCEPTIONS OF TRAINING NEEDS OF ADULT PROBATION AND PAROLE OFFICERS IN COLORADO.** 251 p. 1974. **NCJ-48910**

THE BASIC PURPOSE OF THIS DOCTORAL STUDY IS TO DESCRIBE AND ANALYZE THE PERCEPTIONS OF COLORADO PROBATION AND PAROLE OFFICERS CONCERNING THEIR TRAINING NEEDS. THE PROBLEM, PURPOSE, AND THEORETICAL FRAMEWORK OF THE STUDY IS OUTLINED, AND TERMS USED COMMONLY IN THE THESIS, SUCH AS PROBATION, PAROLE, PROBATION OFFICER, PAROLE OFFICER, PROBATIONER, PAROLEE, INSERVICE TRAINING, TREATMENT, PUNISHMENT, ASSISTANCE, AND CONTROL ARE DEFINED. RELATED STUDIES AND SELECTED MODELS OF TRAINING PROGRAMS WHICH HAVE BEEN USED IN THE CORRECTIONS FIELD ARE EXAMINED. THE SCOPE AND METHODOLOGY OF THE STUDY, RESEARCH DESIGN, RESEARCH SETTING, SELECTION AND LOCATION OF THE PROBATION AND PAROLE OFFICERS, METHOD OF DATA COLLECTION, VALIDITY AND RELIABILITY, AND STATISTICAL PROCEDURES ARE DELINEATED. TWELVE DIRECTIONAL HYPOTHESES FORMULATED IN ORDER TO PROVIDE CLARITY OF PURPOSE AND DIRECTION IN THE DATA ANALYSIS ARE ALSO INTRODUCED. THE COMPOSITION OF THE STUDY POPULATION IS DISCUSSED. SELECTED CHARACTERISTICS OF THE STUDY POPULATION AND A COMPARISON OF SELECTED CHARACTERISTICS OF PROBATION AND PAROLE OFFICERS ARE PROVIDED. THE PRINCIPAL FINDINGS SHOW THAT PROBATION AND PAROLE OFFICERS HAVE DEFINITE AND VARIED VIEWS OF THEIR ROLE AND THEIR PERCEPTION OF WHERE TRAINING IS NEEDED. VIEWS EXPRESSED WERE INFLUENCED BY AGE AND PRIOR JOB EXPERIENCE. THE RESULTS OF TESTING EACH OF THE 12 HYPOTHESES, AND AN ANALYSIS OF ITEM RESPONSES AND SELECTED PROBATION AND PAROLE OFFICER CHARACTERISTICS ARE PROVIDED. FINALLY, A SUMMARY IS PRESENTED, AND CONCLUSIONS ARE OFFERED WITH THEIR IMPLICATIONS FOR FUTURE RESEARCH, PLANNING, AND THE SOCIAL WORK PROFESSION. A BIBLIOGRAPHY IS INCLUDED, AS IS A LIST OF THE TABULAR DATA. APPENDED MATERIALS INCLUDE A LETTER WHICH ACCOMPANIED THE SURVEY QUESTIONNAIRE, A LETTER FOR THE DIRECTOR OF ADULT PAROLE, A MEMORANDUM FROM THE STATE COURT ADMINISTRATOR, THE SURVEY QUESTIONNAIRE, ORGANIZATIONAL PATTERNS FOR PROBATION AND PAROLE SERVICES IN THE U.S., POPULATION CHARTS REGARDING ADULTS UNDER CORRECTIONAL SUPERVISION IN THE U.S., THE MINIMUM STANDARDS PROGRAM OF THE MARYLAND CORRECTIONAL TRAINING COMMISSION, THE 7-WEEK ENTRANCE TRAINING PROGRAM OF OHIO'S DEPARTMENT OF REHABILITATION AND CORRECTION, A TRAINING PROGRAM OF THE COOK COUNTY JUVENILE COURT, A TRAINING PROGRAM OF THE COLORADO YOUTH WORKERS TRAINING CENTER, THE UNIVERSITY OF NORTH CAROLINA'S TRAINING PROGRAM OF THE INSTITUTE OF GOVERNMENT, THE TRAINING PROGRAM OF THE COLORADO DIVISION OF ADULT PAROLE AND THE DENVER ADULT PROBATION DEPARTMENT, AND THE TRAINING PROGRAM OF THE COLORADO SCHOOL.

Supplemental Notes: UNIVERSITY OF DENVER—DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 74-24655.

121. **J. A. DAVIS. IN-SERVICE TRAINING PROGRAM FOR CORRECTIONAL AND PAROLE PERSONNEL—FINAL REPORT, UNIVERSITY OF KANSAS.** UNIVERSITY OF KANSAS GOVERNMENTAL RESEARCH CENTER, LAWRENCE KS 66044. 126 p. 1970. **NCJ-01230**

TRAINING ACTIVITIES DURING THE 1969-70 KANSAS INSERVICE TRAINING PROGRAM ARE SUMMARIZED. PROBATION AND PAROLE WORKSHOP IS OUTLINED AND EXPLAINED. EVALUATION QUESTIONNAIRES AND RESPONSES ANALYZED FOR SCHOOLS AND WORKSHOPS IN SUPERVISION AND MANAGEMENT, PROBATION AND PAROLE, AND BASIC TRAINING APPENDIXES CONTAIN A CONTINUING CASE STUDY ON AN IN-BASKET PROGRAM IN MANAGEMENT, TRAINING SCHEDULES AND BROCHURES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

122. **C. DEICHMAN. CONTINUING EDUCATION—A PROCESS FOR CHANGE—ASSUMPTIONS CONDITIONS AND CONSEQUENCES FOR TEACHERS AND STUDENTS. (FORTBILDUNG—EIN VERAENDERUNGSPROZESS—VORAUSSETZUNGEN, BEDINGUNGEN, KONSEQUENZEN FUER LEHRENDE UND LERNENDE.)** DEUTSCHE BEWAHRUNGSHILFE, FRIEDRICH-EBERT-STRASSE 11B, 5300 BONN-BAD GODESBERG, WEST GERMANY. *DEUTSCHE BEWAEHRUNGSHILFE,* V 26, N 1 (1979), P 27-37. (In *German*) **NCJ-56790**

PRINCIPLES FOR CONTINUING EDUCATION OF PROBATION OFFICERS IN NORTH RHINE-WESTPHALIA, WEST GERMANY ARE OUTLINED. THE FIRST PHASE OF THE EDUCATION PROCESS IS DETERMINATION OF LEARNING NEEDS, WHICH LEADS TO AN AGREEMENT ON A TEACHING-LEARNING CONTRACT WHEN PARTICIPANTS ENROLL IN COURSES AFTER THEY HAVE RECEIVED AND READ INFORMATION ON THE COURSE GOALS AND ORGANIZATION. CURRICULUM DEVELOPMENT COVERS CONSIDERATION OF PARTICULAR LEARNING GOALS (DEVELOPMENT OF PROFESSIONAL IDENTITY, AUTHORITY, OR INTERACTIONAL COMPETENCE), POSSIBLE LEARNING EXPERIENCES (CONCRETE SITUATIONS TO DEVELOP PROBLEM SOLVING ABILITIES), ORGANIZATIONAL FORM (SEMINARS, CONFERENCES, AND MEETINGS OF SUPERVISED GROUPS), AND RESULTS OF EVALUATING WHETHER GOALS ARE EFFECTIVELY ATTAINED. OPTIMAL PERFORMANCE OF THE CURRICULUM IS ACHIEVED THROUGH INVOLVEMENT OF PARTICIPANTS IN ACTIVE COMMUNICA-

TION TO ASSURE MEANINGFUL LEARNING EXPERIENCES, AND SKILLFUL MANAGEMENT OF TENSE SITUATIONS WHILE WORKING OUT AUTHORITY PROBLEMS. THE FINAL STAGES OF THE EDUCATIONAL PROCESS INVOLVE STABILIZATION AND TRANSFER OF LEARNING EXPERIENCES, AND EVALUATION OF COURSE EFFECTIVENESS (TEACHER EFFECTIVENESS, THE GROUP AS A LEARNING MEDIUM, USEFULNESS FOR WORK ORIENTATION, AND THE TOTAL COURSE SYSTEM), USING A SUITABLE MEASUREMENT INSTRUMENT ADMINSTERED TO PARTICIPANTS. NOTES AND A BIBLIOGRAPHY ARE SUPPLIED.—IN GERMAN.

123. **L. L. DEVORE. POLICE/PROBATION RECIPROCAL TRAINING.** CALIFORNIA DEPARTMENT OF THE YOUTH AUTHORITY, 4241 WILLIAMSBOROUGH DRIVE, SACRAMENTO CA 95823. *CALIFORNIA YOUTH AUTHORITY QUARTERLY,* V 25, N 2 (SUMMER 1972), P 36-39. **NCJ-06944**

RECIPROCAL TRAINING PROGRAM FOR POLICEMEN AND PROBATION OFFICERS TO PROVIDE EACH WITH AN UNDERSTANDING OF THE OPERATIONS, PROCEDURES, AND PHILOSOPHY OF THE OTHER.

124. **S. G. DIETRICH. PROBATION OFFICER AS THERAPIST—EXAMINATION OF THREE MAJOR PROBLEM AREAS.** ADMINISTRATIVE OFFICE OF THE UNITED STATES COURTS, SUPREME COURT BUILDING, WASHINGTON DC 20544. *FEDERAL PROBATION,* V 43, N 2 (JUNE 1979), P 14-19. **NCJ-61972**

PROBATION OFFICERS' PROFESSIONAL QUALIFICATIONS TO SERVE AS CHANGE AGENTS OR THERAPISTS, THE POTENTIALLY HARMFUL EFFECT OF SIMPLISTIC ADVICE OFFERED TO THEM, AND INHERENT ROLE CONFLICTS ARE DISCUSSED. THREE MAJOR PROBLEM AREAS ARE IDENTIFIED WHICH INVOLVE WIDENING THE EXPECTATIONS OF THE PROBATION OFFICER'S SUPERVISORY FUNCTION TO INCLUDE CLINICAL OR THERAPEUTIC INTERVENTIONS. FIRST, PROBATION OFFICERS MAY NOT HAVE ADEQUATE EDUCATIONAL BACKGROUNDS TO QUALIFY THEM FOR EFFECTIVE THERAPEUTIC COUNSELING. USUALLY, PROBATION OFFICERS HAVE A BACHELOR'S DEGREE AND HAVE MAJORED IN AN AREA REQUIRING NO TRAINING IN A PARTICULAR FIELD RELEVANT FOR PROBATIONARY WORK. STUDY OF THE COMPLEXITIES OF PERSONALITY CHANGE IS NOT A PREREQUISITE FOR THE POSITION. SECOND, SIMPLISTIC, SHORT-TERM ADVICE IS OFFERED TO PROBATION OFFICERS; IT IS FREQUENTLY SUGGESTED THAT AN OFFICER SHOULD COVERTLY COERCE THE PROBATIONER INTO CHANGE BY GIVING PROPER HUMANISTIC INTERPERSONAL CONTACT. SUCH ADVICE TENDS TO BE VAGUE, CONTRADICTORY, AND DIFFICULT TO APPLY TO SPECIFIC SITUATIONS. IN ADDITION, A WARM, EMPATHETIC ATTITUDE CAN BE MISUNDERSTOOD BY THE PROBATIONER, PARTICULARLY WHEN THE OFFICER DOES NOT REALLY UNDERSTAND THE PROBATIONER'S FEELINGS. MISTRUST AND DOUBT CAN RESULT, NEGATING ANY POSITIVE HELP THE PROBATION OFFICER IS QUALIFIED TO GIVE. PSYCHOLOGICAL INTERVENTION IS NOT SIMPLE, AND THE ASSUMPTION OF RESPONSIBILITY FOR BEING 'HELPFUL' IN UNTRAINED AREAS SHOULD BE RECONSIDERED. FINALLY, THE REALISTIC LEGAL REQUIREMENTS OF THE OFFICER'S JOB PROHIBIT FULL CONFIDENTIALITY. IN A REAL SENSE, THE PROBATION OFFICER REPRESENTS BOTH THE PROBATIONER AND THE STATE. THE RESPONSIBILITIES OF THE OFFICER SHOULD BE REEVALUATED IN RECOGNITION OF PROFESSIONAL SKILLS, LIMITATIONS, AND ROLE EXPECTATIONS. THE PROBATION OFFICER SHOULD FOLLOW THE MODEL OF A CASE MANAGER; WITH PERSONAL KNOWLEDGE OF COMMUNITY AGENCIES AND RESOURCES, THE OFFICER SHOULD MAKE SUCH POSSIBILITIES AS VOCATIONAL PLACEMENT AND PSYCHOLOGICAL ASSISTANCE AVAILABLE TO THE PROBATIONER. FOOTNOTES ARE INCLUDED.

125. **J. T. DUAX. STATUTORY REVIEW OF THE USE OF VOLUNTEERS IN THE COURT.** AMERICAN JUDICATURE SOCIETY, SUITE 1606, 200 WEST MONROE STREET, CHICAGO IL 60606. 17 p. 1971. **NCJ-15871**

A REVIEW OF THE INCREASING USE OF VOLUNTEERS AS PROBATION COUNSELORS, A LISTING OF REFERENCES ON THE USE OF VOLUNTEERS, SUGGESTIONS FOR A MODEL ACT ON VOLUNTEER USE, AND TEXTS OF STATE LAWS ON VOLUNTEERS ARE INCLUDED. ADVANTAGES OF SPECIFIC STATUTORY AUTHORIZATION FOR THESE VOLUNTEER PROGRAMS ARE DISCUSSED. THE AUTHOR ARGUES THAT STATUTORY AUTHORIZATION COULD ALLEVIATE THE POSSIBLE PROBLEM OF INDIVIDUAL LIABILITY RESULTING DIRECTLY FROM SERVICE AS A VOLUNTEER, THAT IT COULD SERVE AS A BASIS FOR A UNIFORM STATEWIDE PROGRAM OF COURT VOLUNTEER WORKERS, THAT FUNDING COULD BE EASED, AND THE FRICTION WHICH SOMETIMES EXISTS BETWEEN PROFESSIONAL PROBATION OFFICERS AND VOLUNTEERS COULD BE LESSENED. GENERAL SUGGESTIONS FOR A MODEL ACT ON VOLUNTEERS INCLUDE THE ESTABLISHMENT OF A STATE COORDINATING AGENCY ON VOLUNTEERS AND GUIDELINES ON PLANS TO BE SUBMITTED TO THE AGENCY. IT IS STATED THAT FLORIDA AND TENNESSEE ARE THE ONLY STATES WHICH HAVE ADOPTED PLANS SIMILAR TO THE GUIDELINES PRESENTED IN THIS REPORT. A BRIEF SUMMARY OF STATE LEGISLATION ON VOLUNTEERS FOR THE STATES OF ARKANSAS, FLORIDA, GEORGIA, KENTUCKY, MASSACHUSETTS, MICHIGAN, SOUTH DAKOTA, AND TENNESSEE IS PROVIDED. THE FULL TEXTS OF THESE STATUTES ARE INCLUDED IN THE APPENDIX.

Availability: NCJRS MICROFICHE PROGRAM.

126. **B. ESCHMENT, R. GROSSER, G. FAMULLA, and J. PARLOW. THOUGHTS ON CONTINUING EDUCATION. (GEDANKEN ZUR FORTBILDUNG.)** DEUTSCHE BEWAHRUNGSHILFE, FRIEDRICH-EBERT-STRASSE 11B, 5300 BONN-BAD GODESBERG, WEST GERMANY. *DEUTSCHE BEWAEHRUNGSHILFE,* V 26, N 1 (1979), P 50-60. (In *German*) **NCJ-56791**

CONCEPTS OF CONTINUING EDUCATION FOR PROBATION OFFICERS ARE DISCUSSED IN THE GENERAL FRAMEWORK OF WEST GERMAN SOCIAL WORK. THE PURPOSE OF SUCH CONTINUING EDUCATION IS TO HELP BRIDGE THE GAP BETWEEN THEORY AND PRACTICAL APPLICATION IN THE BASIC TRAINING PROGRAMS OF SOCIAL WORKERS, TO PROVIDE INFORMATION ON NEW METHODS, TO PROMOTE CRITICAL JUDGEMENT FOR EVERYDAY PRACTICE, AND TO ENCOURAGE DEVELOPMENT OF SOCIOLOGICAL IMAGINATION WHICH PERMITS INTERPRETATION AND APPLICATION OF LARGE QUANTITIES OF INFORMATION. ACCORDING TO A 1975 COURT SURVEY IN LOWER SAXONY, CONTINUING EDUCATION SHOULD TAKE THE FORM OF SEMINARS BASED ON GROUP DYNAMICS, DISCUSSION, BEHAVIORAL MODIFICATION, AND INTEGRATION; SUCH EDUCATION SHOULD INDIVIDUALIZE PROBLEMS, REDUCE FEAR AND UNCERTAINTY, IMPROVE CAREER OPPORTUNITIES, FACILITATE AVOIDANCE OF CONFLICTS WITH INSTITUTIONS, AND STRENGTHEN THE WORKER-CLIENT RELATIONSHIP. AS AN INSTITUTION, SOCIAL WORK CAN MEET THE NEEDS OF CLIENTS ONLY IF PRACTICAL, WORK-ORIENTED CONTINUING EDUCATION ON APPROPRIATE SUBJECTS IS PROVIDED FOR TEAMS AND GROUPS, AND IS CONDUCTED ON A DEMOCRATIC BASIS. CONTENTS SHOULD ENCOMPASS METHODS OF DEALING WITH VARIOUS CLIENT GROUPS, INDIVIDUAL AND GROUP PSYCHOLOGY, KNOWLEDGE OF INSTITUTIONS AND SOCIETY IN GENERAL, AND SPECIALIZED KNOWLEDGE FROM SOCIAL RESEARCH. DIDACTIC STRUCTURE OF COURSES CAN INCLUDE INFORMATION EXCHANGE THROUGH SPEAKERS ON A REGIONAL OR NATIONAL LEVEL, SEMINARS ON WORK COMPETENCE, LOCAL SEMINARS FOR DEVELOPING INDIVIDUAL WORK FORMS, INTERDISCIPLINARY COURSES, WORK PROJECTS WITH CLIENTS, COURSES ON THE EMPLOYEE

STATUS OF SOCIAL WORKERS, COOPERATIVE COURSES WITH INSTITUTIONAL DECISIONMAKERS, AND SEMINARS ON SUPERVISION. ELIMINATION OF CENTRALLY ORGANIZED CONTINUING EDUCATION BY SEPARATE INSTITUTIONS AND DEINSTITUTIONALIZATION OF COURSE PLANNING ARE RECOMMENDED. REFERENCES ARE SUPPLIED.—IN GERMAN.

127. FEDERAL JUDICIAL CENTER, 1520 H STREET, NW, WASHINGTON DC 20005. INTRODUCTION TO THE FEDERAL PROBATION SYSTEM. 266 p. 1976. **NCJ-42465**
THIS BOOKLET IS INTENDED AS A PREPARATORY ORIENTATION TOOL FOR NEWLY APPOINTED UNITED STATES PROBATION OFFICERS AND PROVIDES A BASE FOR FORMAL, MORE SOHPHISTICATED CLASSROOM TRAINING. AFTER INTRODUCTORY CHAPTERS, THE BOOKLET OUTLINES CRIMINAL PROCEDURE, CRIMINAL LAW, COURT STRUCTURE, AND THE DUTIES OF COURT OFFICERS. SUBSEQUENT SECTIONS COVER RELATED CORRECTIONAL AGENCIES AND THE ADMINISTRATION OF THE JUDICIARY AND THE PROBATION SYSTEM. THE PHILOSOPHY AND ROLE OF PROBATION IS EMPHASIZED THROUGHOUT. THE APPENDIX CONTAINS 17 ARTICLES COMMENTING ON VARIOUS CORRECTIONAL ISSUES. A READING LIST IS ATTACHED.

128. FEDERAL JUDICIAL CENTER, 1520 H STREET, NW, WASHINGTON DC 20005. PROBATION OFFICER TRAINING CHECKLIST—A GUIDE FOR TRAINING NEWLY APPOINTED FEDERAL PROBATION OFFICERS. 45 p. **NCJ-45592**
GUIDELINES FOR USE BY PROBATION STAFF ARE PRESENTED TO ASSURE THE PROPER AND COMPLETE TRAINING OF NEW PROBATION OFFICERS. THE MATERIAL IS INTENDED AS A GUIDE TO BE ADAPTED TO INDIVIDUAL SITUATIONS, NOT AS A LESSON PLAN. IT COVERS ALL ASPECTS OF PROBATION OFFICER TRAINING, BEGINNING BEFORE HE ENTERS ON DUTY AND CONTINUING THROUGH HIS CAREER TO RETIREMENT. A SECTION DEALING WITH ACTIONS PRIOR TO EMPLOYMENT INCLUDES ITEMS WHICH MAY BE ACCOMPLISHED BY THE NEW EMPLOYEE IN PREPARATION AND THOSE WHICH SHOULD BE PERFORMED BY THE STAFF TO PREPARE HIS OFFICE BEFORE HE ARRIVES. THE ORIENTATION PHASE INCLUDES MAJOR AREAS OF CONCERN TO CONSIDER DURING THE FIRST WEEK OF EMPLOYMENT—PROCESSING, FAMILIARIZATION WITH WORK AREA AND TOOLS, AND TRAINING ON THE FEDERAL JUDICIAL SYSTEM AND LAW ENFORCEMENT AGENCIES. ON-THE-JOB TRAINING (FIRST TO SIXTH MONTH OF EMPLOYMENT INCLUDES A TASK ANALYSIS OF THE DUTIES OF A PROBATION OFFICER, SUCH AS SUPERVISION OF PROBATIONERS; PROVISION OF EVALUATIONS AND REPORTS TO PAROLE BOARDS; MAINTENANCE OF RECORDS; AND INVESTIGATION OF VIOLATORS. ADDITIONAL BACKGROUND INFORMATION IS PROVIDED TO SUPPLEMENT MANY OF THE TASKS LISTED. A FINAL SECTION OFFERS SUGGESTIONS FOR EXPERIENCED OFFICERS ON CONTINUING TRAINING AND PROFESSIONALIZATION. EACH SECTION CONTAINS A LIST OF INDIVIDUAL TRAINING ITEMS. IT IS RECOMMENDED THAT EACH ITEM BE DATED AS IT IS ACCOMPLISHED, AND THAT THE COMPLETED CHECKLIST BE SIGNED AND RETAINED AS A PERMANENT RECORD OF TRAINING.
Availability: NCJRS MICROFICHE PROGRAM.

129. FOUNDATION FOR CONTINUING EDUCATIONS IN CORRECTIONS, 1722 J STREET, SUITE 19, SACRAMENTO CA 95814. PROBATION TRAINING NEEDS ASSESSMENT—FIELD/COURT AND INSTITUTIONAL SERVICES. 110 p. 1978. **NCJ-55818**
A SURVEY OF TRAINING NEEDS IN CALIFORNIA'S COUNTY PROBATION DEPARTMENTS IS DOCUMENTED. A QUESTIONNAIRE WAS MAILED TO ALL 60 COUNTY PROBATION DEPARTMENTS REQUESTING INFORMATION ON THE TRAINING NEEDS OF LINE STAFF, SUPERVISORS, MIDDLE MANAGERS, AND TOP ADMINISTRATORS RELATIVE TO FIELD, COURT, AND INSTITUTIONAL SERVICES. A LIST OF COURSES WAS PREPARED ON THE BASIS OF SURVEY RESPONSES, AND THE LIST WAS SENT TO 900 STAFF MEMBERS IN 53 PROBATION DEPARTMENTS (ABOUT 10 PERCENT OF ALL PROBATION PRACTITIONERS IN CALIFORNIA). RESPONSES WERE RECEIVED FROM 92 PERCENT OF THE AGENCIES AND 84 PERCENT OF THE INDIVIDUALS CONTACTED. THE RESPONSES, WHICH WERE IN THE FORM OF LIKERT-TYPE ASSESSMENTS (STRONGLY NEEDED, NEEDED, ETC.) OF EACH COURSE UNDER CONSIDERATION, WERE CONVERTED TO PRIORITIZED RANKINGS. COURSE RANKINGS, LIKERT SCORES, AND RESPONDENTS PERCEPTIONS OF THE EDUCATIONAL LEVEL OF EACH COURSE (BASIC, ADVANCED, SPECIALIZED) ARE DOCUMENTED FOR RESPONSES PERTAINING TO LINE STAFF, SUPERVISOR, AND ADMINISTRATOR TRAINING NEEDS RELATIVE TO FIELD AND COURT SERVICES AND TO INSTITUTIONAL SERVICES. THE TABULAR DOCUMENTATION IS ACCOMPANIED BY ANALYSES THAT PROVIDE PROBATION AGENCIES WITH A CONTINUING EDUCATION CURRICULUM, FOR USE IN PLANNING STAFF TRAINING. THE REPORT ALSO DOCUMENTS (LESS EXTENSIVELY) SIMILAR SURVEYS OF JUDGES' AND LAW ENFORCEMENT OFFICERS' PERCEPTIONS OF PROBATION STAFF TRAINING NEEDS. A COPY OF THE SURVEY INSTRUMENT IS INCLUDED.
Sponsoring Agency: CALIFORNIA OFFICE OF CRIMINAL JUSTICE PLANNING, 7171 BOWLING DRIVE, SACRAMENTO CA 95823.
Availability: NCJRS MICROFICHE PROGRAM.

130. H. R. GOOCH. CONTINUING EDUCATION NEEDS OF UNITED STATES PROBATION OFFICERS. 222 p. 1977. **NCJ-40424**
SELECTED CHARACTERISTICS OF UNITED STATES PROBATION OFFICERS ARE EXAMINED, AND PERCEPTIONS OF THE OFFICERS AND SUPERVISORS REGARDING CONTINUING EDUCATION NEEDS AND ORIENTATION AND TRAINING METHODS ARE DISCUSSSED. THE OBJECTIVES OF THE STUDY WERE TO IDENTIFY THE DEMOGRAPHIC AND PROFESSIONAL CHARACTERISTICS OF PROBATION OFFICERS, TO ASSESS THEIR CONTINUING EDUCATION NEEDS, TO DETERMINE IF THERE IS A SIGNIFICANT DIFFERENCE IN THE NEEDS PERCEIVED BY THE PROBATION OFFICERS, THE SUPERVISORS, AND THE DISTRICT CHIEFS, AND TO IDENTIFY THE METHODS PREFERRED BY THE THREE GROUPS FOR ADMINISTRATION OF ORIENTATION AND TRAINING. FIVE HUNDRED AND NINETY-ONE QUESTIONNAIRES WERE MAILED TO THE THREE GROUPS IN THE 50 STATES AND 4 TERRITORIAL POSSESSIONS OF THE U.S., WITH 527 RESPONSES. IT WAS FOUND THAT MOST OFFICERS ARE YOUNG, MALE, AND HAVE A HIGH EDUCATIONAL LEVEL. THE COMPETENCY OF THE RESPONDENTS WAS MEASURED ON A SCALE DEVELOPED FOR THE STUDY. THE AVERAGE LENGTH OF SERVICE IS 5 YEARS. PARTICIPATION IN WORKSHOPS, CONFERENCES, AND ASSOCIATIONS IS RELATIVELY INACTIVE. AVERAGE RESPONDENTS READ ONE PROFESSIONAL JOURNAL REGULARLY AND CONSIDER THEMSELVES TO BE WELL PREPARED TO MEET RESPONSIBILITIES. FINDINGS REGARDING COMPETENCIES IN SPECIFIC AREAS ARE PRESENTED, ALONG WITH PERCEPTIONS OF THE RESPONDENTS ON THE IMPORTANCE OF THE AREAS. MOST PROBATION OFFICERS PERCEIVED THEIR NEED FOR EACH OF THE COMPETENCIES TO BE LESS THAN THAT PERCEIVED BY THE SUPERVISING OFFICERS AND DISTRICT CHIEFS. NONE OF THE THREE GROUPS WAS INTERESTED IN A PERMANENT ACADEMY-TYPE FACILITY FOR TRAINING, AND MOST PREFER THAT ORIENTATION BE HELD AT THE FEDERAL JUDICIAL CENTER IN WASHINGTON, D.C. THERE IS A STRONG PREFERENCE FOR ADVANCED TRAINING TO BE HELD AT CENTRALIZED, REGIONAL LOCATIONS IN TEMPORARY FACILITIES SUCH AS HOTELS. RECOMMENDATIONS ARE GIVEN REGARDING ORIENTATION AND TRAINING FACILITIES, CUR-

RICULUMS FOR COLLEGE COURSES AND TRAINING PROGRAMS, AND COMPETENCIES TO BE STRESSED IN CONTINUING EDUCATION OF OFFICERS. IT IS SUGGESTED THAT FUNDS BE INCREASED TO THE DISTRICT PROBATION OFFICES TO STRENGTHEN STAFF DEVELOPMENT AND TO THE FEDERAL JUDICIAL CENTER TO SUPPORT IMPLEMENTATION OF THE RECOMMENDATIONS. APPENDIXES INCLUDE SUGGESTED CURRICULUMS, THE RECOMMENDED ORIENTATION PROGRAMS, THE QUESTIONNAIRE, AND STATISTICAL MATTER REGARDING RESPONSES. A BIBLIOGRAPHY AND TABULAR DATA ARE INCLUDED.

Supplemental Notes: OHIO STATE UNIVERSITY—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 78-5848.

131. **KENTUCKY MENTAL HEALTH MANPOWER COMMISSION. COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS—REPORT OF A PILOT-DEMONSTRATION PROJECT.** 31 p. 1974. **NCJ-14247**

DESIGN, DEVELOPMENT, ADMINISTRATION, AND EVALUATION OF A CONCENTRATED PROGRAM TO EQUIP OFFICERS TO APPLY TECHNIQUES OF THERAPEUTIC CASE ADMINISTRATION AND TO UTILIZE AVAILABLE COMMUNITY RESOURCES. CURRICULUM FOCUSED ON COMMUNITY RESOURCE UTILIZATION, CASE MANAGEMENT SKILLS AND TECHNIQUES, AND GROUP TASK ASSIGNMENTS. COURSE STRUCTURE AND MATERIALS INCLUDED SPECIFIC TEXTS, AUDIO-VISUAL AIDS, VIDEO-TAPED SESSIONS, AND SPECIALLY DEVELOPED INFORMATIONAL ITEMS APPROPRIATE TO THE SUBJECTS AND DISTRICT. TEACHING METHODS INVOLVED LECTURES, CONSULTANT SPEAKERS, SEMINARS, ROLE DEVELOPMENT, AND SPECIAL STUDIES. PARTICIPANTS RESPONDED TO SEVERAL QUESTIONNAIRES WHICH WERE USED TO EVALUATE THE PROGRAM. THE THREE GOALS--TO INCREASE USE OF COMMUNITY RESOURCES BY OFFICERS, INCREASED INVOLVEMENT OF CLIENTS IN COMMUNITY ACTIVITIES OF BENEFIT TO THEM, AND IMPROVE OFFICERS' CASE MANAGEMENT SKILLS--HAVE BEEN ACCOMPLISHED BY THE TRAINING PROJECT. ALL PARTICIPANTS DID NOT NECESSARILY BENEFIT TO THE SAME EXTENT OR DEGREE, NOR DID ALL PHASES OF THE TRAINING BENEFIT EVERY OFFICER. HOWEVER, TAKEN AS A WHOLE AND ALLOWING FOR THE REQUIRED TIME DELAY IN ASSESSING THE TOTAL IMPACT OF TRAINING, THE EVALUATION METHODOLOGY RESULTS SUPPORT THE TRAINING'S VALUE AND ITS CONTRIBUTION TO THE CRIMINAL JUSTICE SYSTEM OF KENTUCKY. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: KENTUCKY DEPARTMENT OF JUSTICE, 209 ST CLAIR STREET, FRANKFORT KY 40601.

Availability: NCJRS MICROFICHE PROGRAM.

132. **J. F. S. KING. PROBATION AND AFTERCARE SERVICES, 3D ED.** 310 p. 1971. United Kingdom. **NCJ-03215**

A SYNTHESIS OF WRITINGS AND OPINIONS OF PROBATION OFFICERS CONCERNING THE PROBATION SERVICE IN ENGLAND. THE HISTORY OF THE PROBATION SERVICE INCLUDING THE LEGAL BASIS FOR ITS EXISTENCE IS FOLLOWED BY A DISCUSSION OF THE INTERFACE BETWEEN THE PROBATION SERVICE AND PENAL INSTITUTIONS. THE DUTIES OF THE PROBATION OFFICER WITH REGARD TO HIS CASEWORK FUNCTION AND TO SPECIALIZED PROBLEMS SUCH AS MENTAL ILLNESS, ALCOHOL AND DRUGS ARE DESCRIBED. THE RELATIONSHIP OF THE SERVICE WITH THE COURTS AND THE COMMUNITY IS DISCUSSED IN TWO SEPARATE CHAPTERS. A SECTION DEALING WITH SELECTION PROCEDURES AND TRAINING REQUIREMENTS FOR PROBATION OFFICERS IS PRESENTED.

Availability: BUTTERWORTH, 88 KINGSWAY, LONDON WC2B 6AB, ENGLAND.

133. **W. J. MORRO. RHODE ISLAND'S COMPREHENSIVE PLAN FOR CORRECTIONAL PERSONNEL—STATE-WIDE IN SERVICE TRAINING PROGRAMS STAGE 1—PLANNING AND DEVELOPMENT—PROJECT SUMMARY.** UNIVERSITY OF RHODE ISLAND. 19 p. 1970. **NCJ-00782**

MODEL PLAN DESIGNED TO IMPROVE TRAINING PROGRAMS AND WORK-RELATED EDUCATIONAL OPPORTUNITIES FOR THE STATE'S CORRECTIONAL PERSONNEL. THE MAJOR RECOMMENDATION IN THIS STUDY CALLS FOR THE ESTABLISHMENT OF A STATE CORRECTIONAL TRAINING CENTER. THE CENTER WOULD PROVIDE CONTINUOUS IN-SERVICE TRAINING PROGRAMS FOR MANAGEMENT, SUPERVISORY, AND LINE PERSONNEL FROM CORRECTIONAL INSTITUTIONS AND PROBATION AND PAROLE SERVICES. THE FACILITY WOULD ALSO OFFER COURSES LEADING TO A COLLEGE CERTIFICATE OR DEGREE THROUGH COOPERATIVE ARRANGEMENTS WITH LOCAL UNIVERSITIES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

134. **NATIONAL COUNCIL ON CRIME AND DELINQUENCY, 506 LITTLEFIELD BUILDING, AUSTIN TX 78701. MASSACHUSETTS—COMMISSIONER OF PROBATION—TRAINING NEEDS ASSESSMENT.** 228 p. 1975. **NCJ-32021**

THIS REPORT CONTAINS THE FINDINGS OF AN EXTENSIVE TRAINING NEEDS ASSESSMENT SURVEY OF PROBATION PERSONNEL, AN ANALYSIS OF THESE FINDINGS, AND RECOMMENDATIONS FOR THE IMPROVEMENT AND EXPANSION OF PROBATION TRAINING. THIS TRAINING NEEDS ASSESSMENT WAS CONDUCTED IN ORDER TO DESIGN AND DEVELOP A PLAN ADDRESSING THE CONTENT AND METHODOLOGY FOR PROFESSIONAL PROBATION PERSONNEL TRAINING AND TO PROVIDE A PLAN TO IMPLEMENT, EVALUATE, AND REDESIGN ORIENTATION AND ONGOING TRAINING. METHODS USED IN THIS ASSESSMENT INCLUDED: 1) ADMINISTRATION OF A TRAINING NEEDS ASSESSMENT QUESTIONNAIRE TO ALL PROFESSIONAL PROBATION FIELD PERSONNEL; 2) ON-SITE INTERVIEWS WITH PROBATION OFFICERS, ASSISTANT CHIEF AND CHIEF PROBATION OFFICERS, JUDGES, AND NON-COURT PERSONNEL; AND 3) REVIEW OF IN-HOUSE DOCUMENTS PERTAINING TO TRAINING. THE DEMOGRAPHIC CHARACTERISTICS OF THE SURVEY SAMPLE AND THEIR ATTITUDES TOWARD PROBATION WORK ARE FIRST REPORTED. GENERAL TRAINING NEEDS OF PROBATION OFFICERS, ASSISTANT CHIEF PROBATION OFFICERS, AND CHIEF PROBATION OFFICERS ARE THEN OUTLINED. ALSO DISCUSSED ARE THE TRAINING PRIORITIES OF PROBATION OFFICES IN DIFFERENT COURTS AND GEOGRAPHICAL AREAS; IMPROVING ORIENTATION; IMPROVEMENT OF MANAGEMENT SKILLS; AND A GENERAL EVALUATION OF PREVIOUS TRAINING. RECOMMENDATIONS ARE MADE CONCERNING DECENTRALIZATION OF THE TRAINING FUNCTION, APPOINTMENT STANDARDS, AND CAREER LADDER AND INCENTIVES. AN IMPLEMENTATION PLAN INDICATING STAFFING PATTERNS, TIME FRAMES AND BUDGET IS INCLUDED.

Availability: NCJRS MICROFICHE PROGRAM.

135. **C. L. NEWMAN, S. S. GOEHRING, and E. S. PIERCE. PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—APPROACHES TO CORRECTIONAL COUNSELING.** PENNSYLVANIA STATE UNIVERSITY. 31 p. 1975. **NCJ-27265**

LESSON PLANS AND TRAINING MODULE FOR COURSE INSTRUCTORS FOR THIS WORKSHOP DESIGNED AS PART OF A STATEWIDE TRAINING PROGRAM FOR COUNTY PROBATION AND STATE PAROLE PERSONNEL. THIS MODULE EXPLAINS THE BASIS OF DIRECTIVE AND NON-DIRECTIVE COUNSELING AND EXPLORES IN-DEPTH EFFECTIVE INTERVIEWING TECHNIQUES. INCLUDED ARE A COURSE SUMMARY, A BRIEF BIBLIOGRAPHY, AND A LIST OF FILMS SUITABLE FOR USE IN

THE COURSE. (FOR OTHER TRAINING MODULES IN THIS SERIES, SEE NCJ-27262-64 AND 66.)

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

136. **C. L. NEWMAN, S. S. GOEHRING, and E. S. PIERCE. PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—CASE LOAD MANAGEMENT.** PENNSYLVANIA STATE UNIVERSITY. 17 p. 1975. **NCJ-27263**

LESSON PLANS AND TRAINING MODULE FOR COURSE INSTRUCTORS FOR THIS WORKSHOP DESIGNED AS PART OF A STATEWIDE TRAINING PROGRAM FOR COUNTY PROBATION AND STATE PAROLE PERSONNEL. THE TOPICS COVERED IN THIS MODULE ARE AS FOLLOWS: CASELOAD MANAGEMENT, DEFINITIONS AND GENERAL CONCEPTS; MANAGEMENT FROM THE STANDPOINT OF THE CORRECTIONS AGENT; AND CASEWORK PRINCIPLES WITH WHICH THE SUPERVISOR MUST CONTINUALLY WORK IN ASSISTING PROBATION OFFICERS TO DO EFFECTIVE CORRECTIONAL COUNSELING. A BRIEF BIBLIOGRAPHY AND A LIST OF MANAGEMENT FILMS ARE INCLUDED. (FOR OTHER TRAINING MODULES IN THIS SERIES, SEE NCJ-27262 AND 27264-66.)

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

137. **C. L. NEWMAN, S. S. GOEHRING, and E. S. PIERCE. PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—PRESENTENCE INVESTIGATION.** PENNSYLVANIA STATE UNIVERSITY. 11 p. 1975. **NCJ-27262**

LESSON PLANS AND TRAINING MODULE FOR COURSE INSTRUCTORS FOR THIS WORKSHOP DESIGNED AS PART OF A STATEWIDE TRAINING PROGRAM FOR COUNTY PROBATION AND STATE PAROLE PERSONNEL. THE TOPICS COVERED IN THIS MODULE ARE AS FOLLOWS: DEFINITION AND PURPOSE OF PRESENTENCE INVESTIGATION; USES OF THE PRESENTENCE REPORT; ESSENTIAL CHARACTERISTICS, INTERPRETIVE NATURE, AND MECHANICS OF THE PRESENTENCE REPORT; AND CONDUCTING THE PRESENTENCE INVESTIGATION. A REPORT OUTLINE IS APPENDED. (FOR OTHER TRAINING MODULES IN THIS SERIES, SEE NCJ-27263-66.)

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

138. **C. L. NEWMAN, S. S. GOEHRING, and E. S. PIERCE. PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—ROLES OF THE PROBATION AND PAROLE OFFICER.** PENNSYLVANIA STATE UNIVERSITY. 10 p. 1975. **NCJ-27266**

LESSON PLANS AND TRAINING MODULE FOR COURSE INSTRUCTORS FOR THIS WORKSHOP DESIGNED AS PART OF A STATEWIDE TRAINING PROGRAM FOR COUNTY PROBATION AND STATE PAROLE PERSONNEL. THE OBJECTIVES OF THIS COURSE ARE TO DEFINE AND CLARIFY THE PROFESSIONAL ROLES OF THE PROBATION AND PAROLE OFFICER; TO EXPLORE THE AREAS OF KNOWLEDGE WITH WHICH AN OFFICER SHOULD BE FAMILIAR FOR EFFECTIVE ADMINISTRATION OF HIS DUTIES; TO ACQUAINT THE LAYMAN WITH FUNDAMENTAL DIFFERENCES BETWEEN PROBATION AND PAROLE; AND TO ELIMINATE MISCONCEPTIONS ABOUT THE ROLES OF PROBATION AND PAROLE OFFICERS. INCLUDED IN THIS COURSE OUTLINE ARE A BRIEF BIBLIOGRAPHY AND A LIST OF FILMS SUITABLE FOR USE IN THE COURSE. (FOR OTHER TRAINING MODULES IN THIS SERIES, SEE NCJ-27262-65.)

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

139. **G. OBSTFELD. DEVELOPMENTS AND EXPERIENCES IN THE DRAFT AND EXECUTION OF WORKSHOPS FOR NEWLY HIRED PROBATION OFFICERS IN THE GERMAN PROBATION SERVICE. (ENTHICKLUNGEN UND ERFAHRUNGEN BEI KONZIPIERUNG UND DURCHFUEHRUNG VON SEMINAREN FUER NEUEINGESTELLTE BEWAEHRUNGSHELFER BEI DER DEUTSCHEN BEWAEHRUNGSHILFE.)** DEUTSCHE BEWAHRUNGSHILFE, FRIEDRICH-EBERT-STRASSE 11B, 5300 BONN-BAD GODESBERG, WEST GERMANY. *DEUTSCHE BEWAEHRUNGSHILFE,* V 26, N 1 (1979), P 12-27. (In *German*) **NCJ-56789**

THE NATURE AND PHILOSOPHY OF INSERVICE TRAINING SEMINARS FOR NEW PROBATION OFFICERS CONDUCTED BY THE WEST GERMAN ASSOCIATION OF PROBATION OFFICERS ARE DESCRIBED. THE SEMINARS HAVE BEEN PLANNED SINCE THE ORGANIZATION'S FOUNDING IN 1953 AND ACTIVELY DEVELOPED SINCE 1962, WITH SPECIAL EMPHASIS ON TRAINING IN THE PRINCIPLES OF CRIMINAL LAW. ATTEMPTS HAVE BEEN MADE TO SENSITIZE WORKERS THROUGH SENSITIVITY TRAINING (1963—1973) AND SUBSEQUENTLY THROUGH THEMATIC INTERACTIONAL GROUP DISCUSSIONS PLANNED BY A SPECIAL PLANNING GROUP WHICH MEETS AT THE END OF EACH SEMINAR DAY (1973 TO PRESENT). RECOMMENDATIONS FOR SUCH SEMINARS INCLUDE A COMBINATION OF INTERACTIONAL GROUP DISCUSSIONS WITH A CLASSIC GROUP DYNAMICS FORMAT USING ROLE PLAYING, PRACTICE SESSIONS AND OTHER DIVERSE METHODS; GENERAL PARTICIPATION; CONDUCT OF SEMINARS ON A NATIONAL RATHER THAN A STATE BASIS; EMPHASIS ON LEGAL ASPECTS OF SOCIAL WORK TO SATISFY GOVERNMENT REQUIREMENTS AND ON PRACTICAL WORK BEHAVIOR RATHER THAN JUST INFORMATION EXCHANGE; PRELIMINARY EXAMINATION OF THE MOTIVATIONS AND FEARS OF SEMINAR PARTICIPANTS; CONSTANT AWARENESS OF THE DIFFICULTY INVOLVED IN MEETING VARYING EXPECTATIONS OF PARTICIPANTS, ESPECIALLY OF MORE POLITICALLY ALERT AND DEMANDING OR OF UNMOTIVATED INDIVIDUALS; ASSISTANCE OF EXPERIENCED PROBATION OFFICERS IN CONDUCTING SEMINARS; AND RECOGNITION THAT NO ULTIMATE STRUCTURAL FORM EXISTS FOR SUCH SEMINARS. NOTES, AN ILLUSTRATION OF THE TRAINING PROGRAM ORGANIZATION, AND TABLES ARE INCLUDED.—IN GERMAN.

140. **H. PIVEN and A. ALCABES. CRISIS OF QUALIFIED MANPOWER FOR CRIMINAL JUSTICE—AN ANALYTIC ASSESSMENT WITH GUIDELINES FOR NEW POLICY V 1—PROBATION/PAROLE.** NATIONAL COUNCIL ON CRIME AND DELINQUENCY, CONTINENTAL PLAZA, 411 HACKENSACK AVENUE, HACKENSACK NJ 07601. 85 p. 1967. **NCJ-00882**

AN INTENSIVE SURVEY TO DETERMINE NEEDS ESTABLISHES A BASE FOR A RECOMMENDED SYSTEM OF NATIONAL CENTERS OF TRAINING AND RESEARCH. THE SURVEY OF MANPOWER NEEDS AND EXISTING SOURCES OF TRAINING IS EXHAUSTIVE. RESULTS ARE PRESENTED IN DETAIL. STRATEGIES FOR INCREASING THE POOL OF QUALIFIED PROBATION AND PAROLE PERSONNEL ARE EVALUATED, ESPECIALLY GRADUATES IN SOCIAL WORK (MSW DEGREES). A NATIONAL NETWORK OF UNIVERSITY CRIME AND DELINQUENCY CENTERS IS RECOMMENDED AS A FEASIBLE AND ECONOMIC APPROACH. THE NATURE, SUPPORT, STAFF AND PROGRAMS ARE PRESENTED. MOST OF THE SURVEY AND RECOMMENDATION DATA ARE IN DETAILED TABLES. THE SURVEY QUES-

TIONNAIRE AND METHODS AND EXTENSIVE REFERENCES ARE INCLUDED.
Availability: GPO.

141. **M. V. RAMIREZ. SAN DIEGO COUNTY (CA)—PROBATION DEPARTMENT CORRECTIONAL TRAINING ACADEMY—SECOND YEAR REPORT, MARCH 1, 1977-FEBRUARY 28, 1978.** SAN DIEGO POLICE DEPARTMENT, 801 WEST MARKET, SAN DIEGO CA 92101. 35 p. 1978. **NCJ-59694**
THE ACTIVITIES OF A TRAINING PROGRAM FOR PROBATION OFFICERS AND OTHER CORRECTIONAL PERSONNEL IN SAN DIEGO COUNTY, CALIF., ARE DESCRIBED AND EVALUATED. THE PROGRAM PROVIDES BASIC AND STAFF DEVELOPMENT TRAINING COURSES, MANAGEMENT TRAINING, AND SPECIAL CONFERENCES AND SEMINARS. PROGRAM STAFF ALSO PROVIDE RELIEF COVERAGE FOR AGENCIES THAT SEND PERSONNEL TO PARTICIPATE IN TRAINING COURSES. TEST SCORES BY CORE TRAINING PARTICIPANTS DURING THE REPORTING PERIOD WERE SOMEWHAT LOWER THAN THOSE OF EARLIER PARTICIPANTS, POSSIBLY BECAUSE OF DIFFERENCES IN EDUCATIONAL AND WORK BACKGROUNDS. IT IS SUGGESTED THAT THE PROGRAM CONSIDER EITHER SCREENING POTENTIAL TRAINEES OR ALTERING ITS APPROACH AND/OR COURSE CONTENT WHEN CLASSES CONTAIN A LARGE NUMBER OF INEXPERIENCED EMPLOYEES. AN INSTRUMENT CALLED THE MOOS CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE WAS USED TO MEASURE THE IMPACT OF THE TRAINING PROGRAM ON CORRECTIONAL INSTITUTION STAFF. THE RESULTS SUGGESTED THAT THE INSTRUMENT WAS MORE LIKELY TO REFLECT THE INFLUENCES OF INTERNAL STAFFING AND ADMINISTRATIVE CHANGES, AND IT IS RECOMMENDED THAT THE MOSS INSTRUMENT'S USE AS A MEASURE OF TRAINING IMPACT BE DISCONTINUED. IN ADDITION TO DETAILS AND DATA ON TRAINEE TEST PERFORMANCE AND PROGRAM IMPACT EVALUATION, THE REPORT INCLUDES A LIST OF CLASSES OFFERED BY THE PROGRAM DURING THE REPORTING PERIOD, THE RESULTS OF TRAINEE EVALUATIONS, AND ADMINISTRATIVE STATISTICS (NUMBER OF PEOPLE TRAINED, AVERAGE NUMBER OF TRAINING HOURS PER PERSON, ETC.). (AUTHOR ABSTRACT MODIFIED)

142. **SAN DIEGO COUNTY PROBATION DEPARTMENT, 2901 MEADOW LARK DRIVE, SAN DIEGO CA 92123. EVERYTHING YOU WANT TO KNOW ABOUT VOLUNTEERS IN PROBATION—A GUIDE FOR STAFF.** 11 p. **NCJ-14552**
DISCUSSES THE PHILOSOPHY OF THE USE OF VOLUNTEERS IN PROBATION, STAFF-VOLUNTEER RELATIONSHIPS, VOLUNTEER STATUS AND PROCEDURES, AND THE ADMINISTRATION OF VOLUNTEER PROGRAMS. COMMENTS ARE MADE ON THE PURPOSE OF VOLUNTEERS IN PROBATION, THE EFFECTIVENESS OF VOLUNTEERS AND THE COURT'S FEELING ABOUT VOLUNTEERS. IN DISCUSSING STAFF-VOLUNTEER RELATIONSHIPS, THE AUTHOR COVERS SUCH TOPICS AS CONCERNS OF THE VOLUNTEER, THE EFFECT OF THE VOLUNTEER ON THE ROLE OF THE PROBATION OFFICER, AND PITFALLS IN WORKING WITH VOLUNTEERS. THE STATUS OF THE VOLUNTEER, THE KINDS OF CASES THEY HANDLE, AND VOLUNTEER DUTIES ARE AMONG THE SUBJECTS DISCUSSED IN THE SECTION ON VOLUNTEER STATUS AND PROCEDURES. ADMINISTRATION, RECRUITMENT, SCREENING, AND TRAINING OF VOLUNTEERS IN PROBATION ARE ALSO DISCUSSED.
Availability: NCJRS MICROFICHE PROGRAM.

143. **I. H. SCHEIER. ORIENTING STAFF TO VOLUNTEERS—A GUIDEBOOK.** NATIONAL INFORMATION CENTER ON VOLUNTEERISM, INC, 1919 14TH STREET, NO. 602, P O BOX 4179, BOULDER CO 80302. 54 p. 1972. **NCJ-18784**
THIS MANUAL PRESENTS AND DISCUSSES TEN STRATEGIES FOR TRAINING CORRECTIONAL STAFF TO ACCEPT VOLUNTEERS AND TO WORK WITH THEM AS A TEAM. INCLUDED ARE A DISCUSSION OF HOW TO APPROACH TOP MANAGEMENT AND A REPRINT OF A REPORT OF THE SAN DIEGO WORKSHOP ON STAFF-VOLUNTEER RELATIONS, HELD ON FEBRUARY 1 AND 9, 1972. A LIST OF FURTHER RESOURCES (WRITTEN REFERENCES, CONFERENCES AND WORKSHOPS, TRAINING AIDS, AND RESOURCE PEOPLE) IS PROVIDED.
Availability: NATIONAL INFORMATION CENTER ON VOLUNTEERISM, INC, 1919 14TH STREET, NO. 602, P O BOX 4179, BOULDER CO 80302; NCJRS MICROFICHE PROGRAM.

144. **J. A. SCHWARTZ and D. A. LIEBMAN. CRISIS INTERVENTION TRAINING PROGRAM.** 37 p. **NCJ-46853**
AN EDUCATION PROGRAM, DESIGNED TO TRAIN POLICE, CORRECTIONAL OFFICERS, AND INSTITUTIONAL STAFF MEMBERS TO MEDIATE IN MINOR DISPUTES THAT OCCUR ON A DAILY BASIS IN THEIR WORK, IS PRESENTED. A GENERAL COURSE OUTLINE IS PROVIDED FOR THE USE OF THE LAW ENFORCEMENT RESEARCH AND TRAINING ASSOCIATES' PROGRAMS ON THE TRAINING OF POLICE, PAROLE AND PROBATION CORRECTIONAL OFFICERS, AND STAFF MEMBERS IN ADULT AND JUVENILE INSTITUTIONS. THE PROGRAMS ALL FOLLOW A SIMILAR FORMAT, BUT INCLUDE SPECIFIC ASPECTS RELATING TO EACH INDIVIDUAL SUBJECT AREA. THE GENERAL OBJECTIVES FOR PROGRAM PARTICIPANTS ARE TO REDUCE THE POTENTIAL FOR INJURY TO OFFICERS AND OTHERS, TO PROVIDE CONSTRUCTIVE ALTERNATIVES AND DISPOSITIONS IN DISTURBANCES, TO PROVIDE SUPERIOR SERVICE TO THOSE IN NEED, TO LEARN A DETAILED INTERVENTION PROCEDURE FOR MANAGING AND RESOLVING CRISIS SITUATIONS, AND TO LEARN THE SKILLS NECESSARY TO CARRY OUT THAT PROCEDURE. EACH COURSE IS DIVIDED INTO EIGHT SECTIONS: SAFETY, DEFUSING, BRIEF INTERVIEWING, MEDIATION, REFERRALS, CULTURAL ISSUES, LEGAL ISSUES, AND DEPARTMENTAL PROCEDURES AND OPERATIONAL ISSUES. THE METHODOLOGY AND TRAINING SCHEDULES ARE ALSO SIMILAR FOR EACH COURSE. THE CLASSES ARE SMALL, AND THE MAJORITY OF CLASS TIME IS SPENT ON DEMONSTRATIONS AND PRACTICE OF NEW METHODS. THE SIMULATED INTERVENTIONS ARE VIDEO TAPED SO THAT THE OFFICERS MAY RECEIVE FEEDBACK ON THEIR ACTIONS. OTHER EXERCISES INCLUDE WRITING SUMMARIES OF ACTUAL INCIDENTS AND THEN USING THEM AS A BASIS FOR AN IN-CLASS SIMULATION AND WRITING EVALUATIONS OF THE COURSE MATERIALS USED. IN MOST OF THE CLASSES, TEAM TEACHING IS USED SO THAT PROPER ATTENTION CAN BE DEVOTED TO BOTH THE VIDEO TAPE EQUIPMENT AND THE CLASSROOM EXERCISE. THE TRAINING SCHEDULE CONSISTS OF 32-40 HOURS OF CLASS. THREE UPPER DIVISION COLLEGE CREDITS MAY BE GRANTED FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. A SUMMARY OF THE EVALUATION OF CRISIS INTERVENTION TRAINING IS PRESENTED, WHICH STATES THAT THE TRAINING IS HIGHLY EFFECTIVE AND OFFICERS PERFORM MUCH BETTER AFTER COMPLETING THE TRAINING PROGRAM. A LISTING OF REPRESENTATIVE POLICE AND CRIMINAL JUSTICE AGENCIES FROM ALL OVER THE COUNTRY WHICH HAVE PARTICIPATED IN THE PROGRAM IS PROVIDED. PROVISIONS FOR INSTRUCTOR TRAINING ARE ALSO ATTACHED.
Availability: NCJRS MICROFICHE PROGRAM.

145. **Y. SHIONO. JAPAN—USE OF VOLUNTEERS IN THE NON-INSTITUTIONAL TREATMENT OF OFFENDERS.** UNITED NATIONS SALES SECTION. *INTERNATIONAL REVIEW OF CRIMINAL POLICY,* N 27 (1969), P 25-31. **NCJ-06461**
PRESENT-DAY PROBATION, PAROLE AND AFTER-CARE SERVICES IN JAPAN ARE PECULIARLY CHARACTERIZED BY THE EXTENSIVE PARTICIPATION OF VOLUNTEER PROBATION OFFICERS. THE QUALIFICATIONS FOR A VOLUNTEER PROBA-

TION OFFICER ARE CONFIDENCE, POPULARITY IN THE COMMUNITY, ENTHUSIASM AND TIME, FINANCIAL STABILITY, AND GOOD HEALTH. AS A RESULT, MOST VOLUNTEERS COME FROM THE MIDDLE TO UPPER SOCIAL STRATA WITH A MEDIAN AGE OF 59. VOLUNTEERS HAVE A ONE DAY TRAINING SESSION WHICH INCLUDES SUCH THINGS AS THE PHILOSOPHY OF CORRECTIONS. THE NON-OFFICIAL AND LOCAL NATURE OF THE VOLUNTEER AID IN HIS EFFECTIVENESS.

146. **SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. PROBATION WORKSHOP SERIES, A FINAL REPORT.** 112 p. 1970. **NCJ-02733**

REPORT ON A STAFF DEVELOPMENT PROGRAM FOR PROBATION PERSONNEL IN ILLINOIS. EXPERIENCES LEADING UP TO A PRESENTATION OF THE WORKSHOPS. COMMENTARY ON THE IMPLICATIONS OF THIS STAFF-DEVELOPMENT PERIOD ARE FOUND WHEREVER APPROPRIATE. RECOMMENDATIONS FOR THE FUTURE ARE INCLUDED, ESPECIALLY IN TERMS OF PROVIDING EFFECTIVE OPPORTUNITIES FOR EMPHASIZING PROFESSIONAL ELEMENTS IN STAFF DEVELOPMENT. APPENDICES INCLUDE GRANT APPLICATION, CURRICULUM, WORKSHOP NEWSLETTERS, AND BUDGET.

147. **SUFFOLK COUNTY PROBATION DEPARTMENT, CRIMINAL COURTS BUILDING, CENTRE DRIVE SOUTH, RIVERHEAD NY 11901. SUFFOLK COUNTY (NY)—DEPARTMENT OF PROBATION—DIVISION OF TRAINING AND STAFF DEVELOPMENT—A COMPENDIUM OF PROGRAMS AND SERVICES.** 7 p. **NCJ-18268**

A DESCRIPTION OF TRAINING COURSES AND PROGRAMS OFFERED FOR PROBATION OFFICERS BY THE SUFFOLK COUNTY (NY) DEPARTMENT OF PROBATION. THE PROGRAMS DESCRIBED INCLUDE: BASIC THEORY AND PRACTICE OF PROBATION; PRACTICUM ON DEVIANT BEHAVIOR; UTILIZATION OF COUNSELING TECHNIQUES; RELEVANT THEORY AND PRACTICE FOR THE PROFESSIONAL; GROUP METHODS IN PROBATION; LEGAL ISSUES, PROCESS OF ARREST AND DEFENSIVE TACTICS; PREPARATORY IN-SERVICE TRAINING PROGRAM FOR PROBATION OFFICE PERSONNEL; MIDDLE MANAGEMENT TRAINING; TRAINING RESOURCES; STUDENT INTERNSHIP PROGRAM; AND, AN ACCREDITATION PROGRAM WITH LOCAL SCHOOLS OF CRIMINAL JUSTICE.

Availability: NCJRS MICROFICHE PROGRAM.

148. **J. TAYLOR, L. BERTINOT, and C. KILLOUGH. OVERVIEW OF PROBATION MANPOWER AND TRAINING NEEDS IN TEXAS, 1973.** SAM HOUSTON STATE UNIVERSITY INSTITUTE OF CONTEMPORARY CORRECTIONS AND THE BEHAVIORAL SCIENCES, HUNTSVILLE TX 77340. 58 p. 1973. **NCJ-17528**

OBSERVATIONS AND CONCLUSIONS CONCERNING THE NEEDS OF PROBATION OFFICERS AND PROBATION DEPARTMENTS BASED ON THE COMBINED DATA FROM FIVE REGIONAL WORKSHOPS AND A YEAR'S WORK WITH STATE PROBATION DEPARTMENTS DURING 1973. THE PLANNING APPROACH USED BY THIS PROJECT IS DESCRIBED IN DETAIL, WITH EMPHASIS BEING PLACED ON THE EFFORT MADE TO INVOLVE PROBATION OFFICERS AND JUDGES IN THE PLANNING STAGE. THE ACTUAL PROGRAM DEVELOPMENT AND DESIGN IS ALSO DISCUSSED. BOTH GENERAL PROBATION NEEDS AND SPECIFIC TRAINING NEEDS ARE PRESENTED IN THE NEEDS ANALYSIS. THE GENERAL NEEDS COVER A WIDE RANGE OF TOPICS. THESE INCLUDE IMPROVED PLACEMENT FACILITIES, COMMUNICATION PROBLEMS BETWEEN COMPONENTS OF THE CRIMINAL JUSTICE SYSTEM, PUBLIC AWARENESS OF PROBATION WORK, THE PROBATION OFFICER'S PROFESSIONAL DEVELOPMENT AND GENERAL PROBLEMS OF CASELOAD MANAGEMENT. THE TRAINING NEEDS COVERED ARE INTERVIEW AND COUNSELING TECHNIQUES, EXCHANGING IDEAS BETWEEN DEPARTMENTS, TREATMENT PROGRAMS, MANAGEMENT SKILLS, AND KNOWLEDGE OF LAW AND PROCEDURES. TABULAR REPORTS SUMMARIZE THE MORE EXTENSIVE NARRATIVE COMMENTS WHICH ARE CONTAINED IN INDIVIDUAL REPORTS WRITTEN ON EACH WORKSHOP. THE FINDINGS ON HOW PROBATION MANPOWER WAS SERVED BY THIS FIRST YEAR'S PROJECT ARE SUMMARIZED AND THE EVALUATION METHODS EMPLOYED IN ASSESSING THE PROJECT'S DIRECTION AND EFFECTIVENESS ARE DESCRIBED. A NUMBER OF EVALUATIONS ARE INCLUDED IN THE APPENDIXES AS EXAMPLES OF THE KINDS OF EVALUATIONS MADE.

Supplemental Notes: TEXAS PROBATION TRAINING PROJECT.

Availability: NCJRS MICROFICHE PROGRAM.

149. **UNITED TRIBES OF NORTH DAKOTA DEVELOPMENT CORPORATION. UNITED TRIBES OF NORTH DAKOTA DEVELOPMENT CORPORATION—NEW CAREERS PROGRAM—PROGRESS REPORT, APRIL 1, 1973—APRIL 30, 1973.** 9 p. 1973. **NCJ-10990**

CURRENT PROBLEMS OF THE BUREAU OF INDIAN AFFAIRS NEW CAREERS PROGRAM, DESIGNED TO TRAIN INDIANS FOR POSITIONS WITHIN THE CRIMINAL JUSTICE SYSTEM. PARTICIPANTS ARE TRAINED FOR SUCH JOBS AS PROBATION OFFICER, ALCOHOLIC OFFENDER COUNSELOR, AND ASSOCIATE JUDGE. A BUREAU FREEZE ON FURTHER NEW CAREERS HIRING HAS RESULTED IN SOME PROBLEMS WITH TRAINEE TURNOVER AND DISCIPLINE, PRIMARILY BECAUSE TRAINEES KNOW THAT USER AGENCIES WILL DO ANYTHING POSSIBLE TO AVOID LOSING TRAINEES, THEREBY LOSING JOB SLOTS. BECAUSE THE TRAINEE OUTLOOK IS UNCERTAIN, THE NEW CAREERS STAFF IS CONSIDERING ALTERNATE ROUTES OF EMPLOYMENT FOR PROGRAM GRADUATES. THIS REPORT INCLUDES THE PROGRAM'S FUNDING STATUS AND A TRAINEE ROSTER BROKEN DOWN BY RESERVATION, JOB SLOT, AND INDIVIDUAL TURNOVER. (AUTHOR ABSTRACT MODIFIED).

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

150. **J. L. WAGNER. ALBUQUERQUE (NM)—ORIENTATION AND TRAINING MANUAL FOR THE VOLUNTEERS IN PROBATION.** ALBUQUERQUE MUNICIPAL COURT, P O BOX 133, ALBUQUERQUE NM 87103. 87 p. 1978. **NCJ-60667**

THE PURPOSE OF THE ALBUQUERQUE, N. MEX., VOLUNTEER IN PROBATION PROGRAM IS TO PROVIDE EXTENDED AND EXPANDED PROBATIONARY SUPERVISION TO PERSONS WHO HAVE BEEN PLACED ON PROBATION STATUS BY A MUNICIPAL JUDGE. THE IDEA BEHIND VOLUNTEER USE IN A PROBATION SITUATION IS THAT THE VOLUNTEER, MOTIVATED BY A DESIRE TO HELP AND ASSIGNED TO SUPERVISE ONLY ONE OR TWO PROBATIONERS, CAN DEVOTE MORE TIME TO AND DEVELOP A CLOSER RELATIONSHIP WITH CLIENTS AND POSSIBLY EFFECT A CHANGE IN THEIR BEHAVIOR. VOLUNTEERS DO NOT REPLACE THE PROFESSIONAL PROBATION OFFICER BUT RATHER SUPPLEMENT AND EXTEND THE SERVICES. AFTER AN EXPERIMENTAL PERIOD, THIS PROGRAM BECAME AN INTEGRAL PART OF THE PROBATION OFFICE. A BRIEF, INTRODUCTORY DESCRIPTION OF THE VOLUNTEER TRAINING IS FOLLOWED BY A LIST OF A VOLUNTEERS' BILL OF RIGHTS. THE MANUAL INCLUDES SECTIONS ON THE VOLUNTEER JOB DESCRIPTION, AN OFFENDER DESCRIPTION AND COMPARATIVE STUDY OF THEIR CHARACTERISTICS AND THE VOLUNTEERS', REFERRAL RESOURCES WITHIN THE COMMUNITY, AND COUNSELING. THE APPENDIX CONTAINS COPIES OF VARIOUS OFFICIAL FORMS, A CLIENT INVENTORY, AND SUGGESTED CORRECTIONAL GOALS. TABULAR DATA ARE INCLUDED. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: THIRD PRINTING.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

PROBATION AND PAROLE TRAINING

151. **D. A. WILLIAMSON. PERCEPTIONS OF STAFF SUPERVISION IN THE PROBATION SERVICE.** BRITISH ASSOCIATION OF SOCIAL WORKERS, 16 KENT STREET, BIRMINGHAM B5 6RD, ENGLAND. *BRITISH JOURNAL OF SOCIAL WORK,* V 8, N 1 (SPRING 1978), P 27-43. **NCJ-50908**

THIS ARTICLE EXAMINES AN ANALYSIS OF PROBATION OFFICERS' DEFINITIONS OF SUPERVISION AND THE DEGREE OF IMPORTANCE ACCORDED SUPERVISION AS IT RELATES TO OTHER PROBATION FUNCTIONS. THIS STUDY EXAMINES THE ACTUAL PRACTICE OF SUPERVISION TO DISCOVER THE EXTENT OF EVALUATION POLICY IMPLEMENTATION, AND TO REEVALUATE THE CONTENT, PURPOSE, AND VALUE OF SUPERVISION AS VIEWED BY ITS PARTICIPANTS. DATA WAS COLLECTED THROUGH A POSTAL QUESTIONNAIRE SENT TO 100 RANDOMLY SELECTED FULL-TIME, MAIN-GRADE PROBATION OFFICERS IN WEST YORKSHIRE, ENGLAND; 62 OFFICERS RESPONDED. INFORMATION WAS GATHERED ON THE FOLLOWING ITEMS: THE NUMBER, PURPOSE, VALUE, AND DURATION OF SUPERVISORY SESSIONS; PRIORITY OF SUPERVISION; AND OFFICERS' DEFINITIONS OF SUPERVISION. THE FOLLOWING CONCLUSIONS ARE BASED ON THE ANALYSIS OF THE RESPONSES TO THE QUESTIONNAIRES: (1) SUPERVISION OF OFFICERS PERMITS EFFECTIVE SUPERVISION OF CLIENTS; (2) MORALE AND PROFESSIONAL DEVELOPMENT NEEDS MAY BE MET THROUGH THE SUPERVISORY RELATIONSHIP; (3) SOME ORGANIZATION NEEDS SUCH AS CONTROL OVER STANDARDS AND PRACTICE MAY BE MET THROUGH SUPERVISION; (4) EFFORTS TO DEVELOP SUPPORTIVE POLICIES EMPHASIZING THE IMPORTANCE OF SUPERVISION ARE NECESSARY; AND (5) A DETERMINATION OF SUPERVISORY NEEDS IS NECESSARY. THE MAJORITY OF MAIN-GRADE OFFICERS BELIEVE THEIR PRIMARY TASK TO BE CLIENT SUPERVISION. IT IS THE OPINION OF MOST OFFICERS THAT OPPORTUNITIES FOR THE EXERCISE OF MANAGEMENT CONTROL WITHIN SUPERVISION ARE RARE BUT THAT MANAGEMENT'S TENDENCY MAY BE IN THE DIRECTION OF STANDARD PRACTICES AND POLICIES TO SECURE THESE OPPORTUNITIES. THE DEGREE OF NONCOMPLIANCE WITH SUCH POLICIES SUGGESTS A NEED FOR REDEFINITION. TABULAR DATA AND REFERENCES ARE PROVIDED.

Audiovisual Material

152. **FEDERAL JUDICIAL CENTER, 1520 H STREET, NW, WASHINGTON DC 20005. EDUCATIONAL MEDIA CATALOG—A CATALOG OF AUDIO CASSETTES, FILMS AND VIDEO CASSETTES.** 174 p. 1979. **NCJ-63993**

THIS CATALOG LISTS AUDIO CASSETTES, FILMS, AND VIDEO CASSETTES RECORDED AT CONTINUING EDUCATION PROGRAMS SPONSORED BY THE FEDERAL JUDICIAL CENTER OR PURCHASED FROM COMMERCIAL VENDORS FOR THE CENTER'S MEDIA LIBRARY. THE MEDIA LIBRARY IN THE FEDERAL JUDICIAL CENTER'S DIVISION OF CONTINUING EDUCATION AND TRAINING PROVIDES EQUIPMENT AND INSTRUCTIONAL MATERIAL TO FEDERAL COURT PERSONNEL ENABLING THEM TO HEAR RECORDED LECTURES ON TOPICS OF SPECIAL INTEREST. HAVING EXPANDED ITS LENDING RESOURCES, THE MEDIA LIBRARY HAS OVER 450 AUDIO CASSETTES, 85 FILMS, AND 50 VIDEO CASSETTES AVAILABLE. THESE MATERIALS INCLUDE PRESENTATIONS BY SCHOLARS AND PRACTITIONERS IN THE LAW AND LAW-RELATED PROFESSIONS WHICH AFFECT THE FEDERAL JUDICIAL SYSTEM. THE CATALOG FOR THESE MATERIALS INDICATES THE REFERENCE AND CLASSIFICATION SYSTEM FOR THE LIBRARY AND DESCRIBES THE PROCEDURE BY WHICH JUDICIAL BRANCH PERSONNEL MAY ORDER ANY OF THE MATERIALS. THE AVAILABLE FILMS AND VIDEO CASSETTES ARE IDENTIFIED IN SEPARATE CATALOG LISTINGS WITH BRIEF ABSTRACTS OF EACH PRESENTATION AND WITHOUT FURTHER CLASSIFICATION BY SUBJECT OR TARGET AUDIENCE. AUDIO CASSETTES ARE CATALOGED ACCORDING TO THE INTERESTS OF VARIOUS USER GROUPS, INCLUDING BANKRUPTCY JUDGES, STAFF ATTORNEYS, PROBATION CLERKS, AND MEMBERS OF 18 OTHER PROFESSIONS. AN AUTHOR INDEX INDICATES THE MATERIALS AND OCCUPATIONS OF THE LIBRARY'S CONTRIBUTORS.

Availability: FEDERAL JUDICIAL CENTER, 1520 H STREET, NW, WASHINGTON DC 20005.

153. **S. WHITE. CRISIS—A TRAINING FILM FOR PAROLE AGENTS ON DECISION MAKING.** CALIFORNIA DEPARTMENT OF CORRECTIONS, STATE OFFICE BUILDING, NO 8, ROOM 650, SACRAMENTO CA 95814. 8 p. **NCJ-01203**

DISCUSSION QUESTIONS AND TRAINING NOTE FOR A SERIES OF DIFFICULT PROBLEMS PRESENTED IN A TRAINING FILM. THE SITUATIONS ARE CONCERNED WITH PAROLE AGENT'S ATTITUDES AND JUDGMENT. THE METHODS OF USING THIS FILM FOR TRAINING ARE EXPLAINED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

131. E. A. WILLIAMSON. [illegible]

[illegible]

[illegible]

SUPERVISORY AND MANAGEMENT TRAINING

154. C. BAHN. CURRICULUM DEVELOPMENT FOR ADVANCED TRAINING IN CORRECTIONS. JOHN JAY COLLEGE OF CRIMINAL JUSTICE, 445 WEST 59TH STREET, NEW YORK NY 10019. 22 p. **NCJ-35467**

REPORT ON A PROGRAM TO TRAIN MIDDLE MANAGEMENT PERSONNEL IN CORRECTIONS AND OTHER CRIMINAL JUSTICE AGENCIES, AND TO DEVELOP CURRICULUM MATERIALS FOR USE IN FUTURE MANAGEMENT TRAINING PROGRAMS. A SERIES OF TEN SEMINARS WAS HELD FOR PERSONNEL FROM NEW YORK, NEW JERSEY, AND DELAWARE. EMPHASIS WAS ON WORKSHOP AND DISCUSSION GROUPS IN ORDER TO FOSTER INTERAGENCY COMMUNICATION. SEMINAR MEMBERS CAME FROM SEVERAL AREAS OF THE CRIMINAL JUSTICE SYSTEM: CORRECTIONS, LAW ENFORCEMENT, PROBATION AND PROSECUTORS' OFFICES. ONLY ONE PRIVATE (PREVENTIVE) AGENCY TOOK PART IN THE PROGRAM. THE GREATEST PARTICIPATION, 47.1 PERCENT, WAS BY LAW ENFORCEMENT AGENCIES. CORRECTIONS, THE TARGET AREA OF THE PROGRAMS SENT 15.2 PERCENT OF THE PARTICIPANTS, ALL OF WHOM WERE PAROLE PERSONNEL. SEMINARS DEALT WITH COMMUNITY RELATIONS, MANPOWER PROJECTION AND UTILIZATION, TRAINING PROGRAMS IN CRIMINAL JUSTICE, ORGANIZATIONAL MODELS AND CORRECTIONS AND UTILIZATION OF RESEARCH FINDINGS IN CRIMINAL JUSTICE.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

155. A. LEAVITT. HIGH ART OF STAFF LEADERSHIP. ADMINISTRATIVE OFFICE OF THE UNITED STATES COURTS, SUPREME COURT BUILDING, WASHINGTON DC 20544. *FEDERAL PROBATION,* V 38, N 3 (SEPTEMBER 1974), P 30-33. **NCJ-16946**

A DISCUSSION OF COMMUNICATION TECHNIQUES FOR PROBATION ADMINISTRATORS IN DEALING WITH PROBATION OFFICERS, INCLUDING SUCH ISSUES AS ADMINISTRATIVE EXPECTATIONS, REINFORCEMENT, MOTIVATION, TRAINING, AND WORK ATTITUDES. THE APPROACHES WHICH MAY BE TAKEN IN DEALING WITH THE UNIQUE PROBLEMS AND CHARACTERISTICS OF THE PROBATION OFFICER ARE OUTLINED. IT IS SUGGESTED THAT ADMINISTRATORS EXPRESS HIGH, THOUGH NOT UNREASONABLE PERFORMANCE EXPECTIONS TO PROBATION OFFICERS, AS THIS WILL ENCOURAGE HIGH PERFORMANCE. SIMILARLY, IT IS RECOMMENDED THAT POSITIVE REINFORCEMENT AND SUPPORT BE USED AT ALL TIMES. THE AUTHOR STATES THAT POOR ATTITUDES SUCH AS CYNICISM CAN BE AVOIDED IF THE ADMINISTRATORS ATTEMPT TO SET A TONE OF REALISTIC OPTIMISM. THE REASONS FOR FRUSTRATION ON THE PART OF PROBATION OFFICERS ARE OUTLINED, AND THE AUTHOR CAUTIONS THAT THIS FRUSTRATION MUST NOT BE MISTAKEN FOR LACK OF MOTIVATION. A DISCUSSION OF THE NEED FOR ADMINISTRATIVE ACCOUNTABILITY IN THE TRAINING AND MOTIVATION OF PROBATION PERSONNEL, AND RESISTANCE TO ACCOUNTABILITY BY SOME PROBATION ADMINISTRATORS IS INCLUDED. IT IS STRESSED THAT A GOAL-ORIENTED TRAINING APPROACH CAN PROVIDE THIS NECESSARY ACCOUNTABILITY.

156. MARYLAND DIVISION OF PAROLE AND PROBATION. COMPREHENSIVE TRAINING PROGRAM FOR MARYLAND'S CORRECTIONAL, PAROLE AND PROBATION PERSONNEL—FINAL NARRATIVE REPORT. 121 p. 1970. **NCJ-13124**

REPORT OF TRAINING PROGRAM FOR MARYLAND PROBATION, PAROLE, AND CORRECTIONAL OFFICERS, EXECUTIVE MANAGERS, MIDDLE MANAGEMENT PERSONNEL, AND CORRECTIONS SPECIALISTS. IN ORDER TO IMPROVE JOB PERFORMANCE AND INSURE AN UNDERSTANDING AND APPRECIATION OF MODERN CORRECTIONAL PHILOSOPHY, THE SESSIONS WERE DESIGNED TO EMPHASIZE BASIC AND ADVANCED CORRECTIONAL PRACTICES, ACCENTING CONTEMPORARY MANAGEMENT AND TREATMENT CONCEPTS. INCLUDED IN THE REPORT ARE CURRICULA FOR THE SEMINARS, EVALUATIONS BY PARTICIPANTS AND ORGANIZATIONAL PERSONNEL, AND RECOMMENDATIONS FOR FUTURE PROJECTS OF A SIMILAR NATURE. APPENDED ARE THE FOLLOWING ADDRESSES WHICH WERE DELIVERED AT THE SESSION—'PLANNING CORRECTIONAL STRATEGY FOR A UNITED APPROACH TO CRIME PREVENTION AND CONTROL', 'RESPONSIBILITY OF SUPERVISORS AND BASIC PRINCIPLES OF LEADERSHIP,' AND 'SOME HISTORICAL ASPECTS OF OFFENDER MANAGEMENT.'

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

157. C. V. MATHEWS. CORRECTIONAL STAFF TRAINING INSTITUTES. SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 92 p. 1969. **NCJ-01117**

INSTITUTIONS HELD FOR THE TRAINING OF MIDDLE MANAGEMENT STAFF AND CORRECTIONAL TRAINERS AS A STEP

IN UPGRADING CORRECTIONS PROGRAMS. THE INSTITUTES INVOLVED 78 TRAINER PARTICIPANTS AND OVER TWO-HUNDRED MANAGEMENT STAFF AND CORRECTIONAL OFFICERS. INSTITUTE DESIGN WAS INTENDED TO PROVIDE A POSITIVE INTERFACE WITH CORRECTIONS PRACTICE AND LOOKS FORWARD TO RE-EXAMINING PERSISTENCE OF GAINS MADE BY CORRECTIONAL AGENCIES AS A RESULT OF THIS PROJECT. PROJECT GOALS AND METHODS ARE REVIEWED TOGETHER WITH PROJECT PERSONNEL, AND TRAINING MATERIALS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

158. A. MORRIS and E. POWERS. NEW ENGLAND CORRECTIONAL MANPOWER AND TRAINING PROJECT—REPORT. NEW ENGLAND BOARD OF HIGHER EDUCATION, 15 GARRISON AVENUE, DURHAM NH 03824. 125 p. 1967. **NCJ-00016**

DEVELOPMENT OF A COMPREHENSIVE AND PIONEERING PLAN FOR REGIONAL CORRECTIONAL STAFF TRAINING AT ALL LEVELS. THE REGIONAL PROGRAM HAS COORDINATING AND SUPPORTIVE FUNCTIONS AND CAN MAKE IMPORTANT PERSONNEL AND FACILITIES RESOURCES AVAILABLE TO THE SEVERAL STATES WHERE IT IS NOT FEASIBLE OR POSSIBLE FOR THEM TO PROVIDE THEIR OWN. IT CAN PROVIDE A CHANNEL AND PROCEDURES FOR INTERSTATE AND INTERDISCIPLINARY EFFORTS AND FOR EXCHANGE OF COMPARATIVE DATA AND IDEAS. THE REGIONAL PROGRAM IS AN EFFORT TO DEVELOP A NEW TYPE OF CORRECTIONAL STAFF TRAINING THAT WILL BE BROADER AND MORE SUBSTANTIAL AND SOPHISTICATED THAN THAT WHICH NOW EXISTS. IT IS A PIONEER PROGRAM DESIGNED AS A UNIT AND INTENDED TO LIFT EDUCATION FOR CORRECTIONAL WORK TO A NEW AND REALLY PROFESSIONAL LEVEL. IT WILL ALSO TAKE FULL ADVANTAGE OF GAINS IN KNOWLEDGE—AND METHODS OF DEVELOPING KNOWLEDGE—ABOUT HUMAN RELATIONS THAT HAVE EMERGED AND ARE EMERGING IN THE UNIVERSITIES, IN BUSINESS, IN PUBLIC SAFETY, AND PUBLIC WELFARE. THE REGIONAL PROGRAM WILL BE DIRECTED TOWARDS ADMINISTRATIVE, SUPERVISORY, TRAINING, AND TREATMENT STAFFS AND FOCUSED PRIMARILY ON FUNDAMENTAL ISSUES, BASIC PROBLEMS, BROAD TRENDS, AND POLICIES IN CORRECTIONS, BUT NOT TO THE NEGLECT OF APPROPRIATE CONCERN WITH THE IMPROVEMENT OF PROCEDURES AND RESOURCES FOR MAKING THE CORRECTIONAL EFFORT MORE EFFECTIVE. IT IS NOT INTENDED THAT THE REGIONAL PROGRAM SHOULD UNDERTAKE CONVENTIONAL IN-SERVICE TRAINING OF LINE CORRECTIONAL OFFICERS, OR EVEN OF PROBATION AND PAROLE OFFICERS, ON MATTERS SPECIFIC AND IMMEDIATE TO THEIR DAILY TASKS. THE REGIONAL PROGRAM—THROUGH IMPROVING METHODS OF RECRUITING AND SELECTING CORRECTIONAL PERSONNEL, ASSISTING STATE IN-SERVICE AND EXTRAMURAL TRAINING PROGRAMS, IMPROVING THE ORGANIZATION AND PROCEDURES OF CORRECTIONAL SYSTEMS AND THE COMPETENCY OF IN-SERVICE TRAINING AND ADMINISTRATIVE STAFFS—SHOULD INDIRECTLY IMPROVE THE CONDITIONS AND QUALITY OF IN-SERVICE TRAINING FOR SPECIFIC AND IMMEDIATE ON-THE-JOB TASKS AND PROCEDURES IN PROBATION, PAROLE AND INSTITUTIONAL WORK. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

159. E. K. NELSON and C. H. LOVELL. DEVELOPING CORRECTIONAL ADMINISTRATORS. JOINT COMMISSION ON CORRECTIONAL MANPOWER AND TRAINING. 161 p. 1969. **NCJ-02183**

A CLARIFICATION OF THE CORRECTIONAL OFFICER'S ROLE, HIS PROBLEM, AND THE THEORETICAL AND PRACTICAL SKILLS NECESSARY FOR SUCCESSFUL PERFORMANCE. A SHIFT OF THE CORRECTIONAL FIELD AWAY FROM ITS ISOLATING, INSTITUTION BASED SYSTEM OF CUSTODIAL CONFINEMENT AND TOWARD A GOAL OF REINTEGRATING THE OFFENDER INTO THE COMMUNITY IS IDENTIFIED. ANOTHER SHIFT IS TOWARDS A CONCEPTION OF THE ADMINISTRATOR AS A CREATIVE AND HIGHLY SKILLED PROFESSIONAL WHO WORKS WITHIN ORGANIZATIONS WHICH INTERACT DYNAMICALLY WITH MYRIAD FORCES AROUND THEM. TABLES ARE CONSTRUCTED TO GIVE A PROFILE OF CORRECTIONAL ADMINISTRATORS. REGARDING THEIR AGE, EDUCATION, SEX, EXPERIENCE, METHODS OF PLANNING, GOAL EMPHASIS, DECISION MAKING STYLES, MANAGERIAL STYLES, AND OTHER ASPECTS OF CORRECTIONAL MANAGEMENT. (AUTHOR ABSTRACT MODIFIED)

Availability: AMERICAN CORRECTIONAL ASSOCIATION, 4321 HARTWICK ROAD, COLLEGE PARK MD 20740.

160. C. L. NEWMAN. INTERVIEWING AS AN EFFECTIVE TOOL IN THE CORRECTIONAL PROCESS—TRAINING MODULE 6912. PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTE CENTER FOR LAW ENFORCEMENT AND CORRECTIONS PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PA 16802. 27 p. 1969. **NCJ-01192**

APPROACHES TO THE INTERVIEWEE, PROBLEMS OF CASE MANAGEMENT, INTERVIEW TECHNIQUES AND PROCEDURES ARE COVERED. ONE OF A SERIES OF TRAINING MODULES IN A STATEWIDE PROGRAM FOR EXECUTIVE AND MANAGERIAL CORRECTIONAL PERSONNEL. CASE LOADING, SUPERVISION, AND PERSONAL RELATIONSHIPS ARE DISCUSSED. OBJECTIVES AND ASSUMPTIONS, BASIC PRINCIPLES, NOTE TAKING, INTERRUPTING, NONJUDGEMENTAL ATTITUDE, ART OF LISTENING, AND DO'S AND DON'TS ARE PRESENTED. A SAMPLE CASE AND RECORD ARE USED AS AN EXAMPLE. EIGHT REFERENCES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

161. M. E. O'NEILL and K. R. MARTENSEN. CRIMINAL JUSTICE GROUP TRAINING—A FACILITATOR'S HANDBOOK. UNIVERSITY ASSOCIATES, INC, 7596 EADS AVENUE, LA JOLLA CA 92037. 295 p. 1975. **NCJ-19620**

SOURCEBOOK, TEXTBOOK, AND TRAINING MANUAL DEVELOPED ESPECIALLY FOR THE CRIMINAL JUSTICE GROUP TRAINER, WHICH CONTAINS TWENTY STRUCTURED EXPERIENCES FOCUSING ON COMMUNICATION SKILLS. EXPERIENCES ARE ARRANGED IN ORDER OF INCREASING COMPLEXITY AND OF THE KNOWLEDGE AND BACKGROUND REQUIRED OF THE FACILITATOR. THEY CONCENTRATE ON INDIVIDUAL BEHAVIORS, CONSTRUCTIVE FEEDBACK, AND PSYCHOLOGICAL INTEGRATION, TAILORED AROUND OPERATIONAL AND MANAGERIAL ACTIVITIES. TYPES OF ACTIVITIES INCLUDE ROLE PLAYING, PROBLEM SOLVING, CONSENSUS SEEKING, AND VALUE CLARIFICATION. WORKSHEETS, VARIATIONS, AND SOURCE REFERENCES, CHOSEN FOR THEIR SCOPE, VARIETY, AND USEFULNESS TO THE TRAINER, FOCUS ON TRAINING, SPECIFIC TECHNIQUES, AND ORGANIZATION DEVELOPMENT. THIS BOOK ALSO CONTAINS A SELECTED BIBLIOGRAPHY AND AN ANNOTATED LIST OF USEFUL PERIODICALS. THE NATIONAL ADVISORY COMMISSION AND CRIMINAL JUSTICE STANDARDS AND GOALS ARE SUMMARIZED IN THE APPENDIXES. THERE IS ALSO A SHORT DISCUSSION OF GOAL SETTING AND GUIDELINES FOR EVALUATION.

Availability: UNIVERSITY ASSOCIATES, INC, 7596 EADS AVENUE, LA JOLLA CA 92037.

162. PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTE CENTER FOR LAW ENFORCEMENT AND CORRECTIONS PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PA 16802. CAPITAL PUNISHMENT—TRAINING MODULE 6909. 5 p. 1969. **NCJ-01189**

THIS COURSE EXPLORES THE CONCEPT OF CAPITAL PUNISHMENT, ITS HISTORY, DEVELOPMENT, AND PRESENT DIRECTION AS A FORM OF PUNISHMENT. ONE OF A SERIES OF TRAINING MODULES IN A STATEWIDE TRAINING PROGRAM FOR EXECUTIVE AND MANAGERIAL CORRECTIONAL PERSONNEL.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

163. **PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTE CENTER FOR LAW ENFORCEMENT AND CORRECTIONS PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PA 16802. DYNAMICS OF HUMAN BEHAVIOR—TRAINING MODULE 6910.** 17 p. 1969. **NCJ-01190**

BASIC FACTORS CONTRIBUTING TO THE RECOGNITION OF BEHAVIORAL PROBLEMS AND DISORDERS AND PERSONNEL PREPARATION FOR APPROPRIATE RESPONSES PRESENTED. ONE OF A SERIES OF TRAINING MODULES IN A STATEWIDE PROGRAM FOR EXECUTIVE AND MANAGERIAL CORRECTIONAL PERSONNEL. ENVIRONMENTAL AND SOCIOCULTURAL INFLUENCES ARE EXAMINED IN RELATION TO BEHAVIOR. A LIST OF 7 PERTINENT FILMS IS GIVEN. 11 REFERENCES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

164. **R. M. REGUSCI. SELECTION AND TRAINING OF STAFF FOR CORRECTIONAL AND INSTITUTIONAL TREATMENT AND AFTER-CARE IN LATIN AMERICA.** UNITED NATIONS SALES SECTION. *INTERNATIONAL REVIEW OF CRIMINAL POLICY,* N 22 (1964), P 29-37. **NCJ-06291**

SURVEY OF PRACTICES IN SELECTION AND TRAINING OF CORRECTIONAL PERSONNEL IN BOTH INSTITUTIONAL AND NON-INSTITUTIONAL SETTINGS. THE SUBJECT MATTER IS DISCUSSED WITH REGARD TO TWO GROUPS OF PERSONNEL, THOSE WORKING IN INSTITUTIONS AND THOSE CONCERNED PRIMARILY WITH AFTER-CARE OF OFFENDERS. THE FIRST GROUP IS FURTHER BROKEN DOWN INTO THE FOLLOWING GROUPS--WARDENS, ADMINISTRATIVE AND TECHNICAL STAFF, DIRECTORIAL OR EXECUTIVE STAFF, AND STAFF FOR SPECIAL DUTIES. A SHORT LOOK AT THE DIFFICULTIES INVOLVED IN THE SELECTION AND TRAINING OF PERSONNEL ALONG WITH SOME POSSIBLE SOLUTIONS CONCLUDES THE ARTICLE.

165. **A. J. ROBINS and J. F. GALLIHER. MIDDLE MANAGEMENT TRAINING—FINAL NARRATIVE REPORT.** MISSOURI BOARD OF PROBATION AND PAROLE, BOX 267, JEFFERSON CITY MO 65101. 115 p. **NCJ-00999**

A STUDY OF MISSOURI SUPERVISORY CORRECTIONAL PERSONNEL REVEALED THAT THEY LACK HUMAN RELATIONS SKILLS, THEY NARROWLY DEFINE THEIR FUNCTIONS, AND THEY DESIRE MORE TECHNICAL TRAINING. THE STUDY AIMED TO HELP MISSOURI MIDDLE MANAGEMENT CORRECTIONAL PERSONNEL DEVELOP AN APPROPRIATE TRAINING PROGRAM TO BUILD THEIR SKILLS. THE STUDY POPULATION CONSISTED OF SUPERVISORS FROM FIVE INSTITUTIONS IN MISSOURI CONTAINING ADULT AND JUVENILE MALE INMATES. SUPERVISORS FROM THE FIVE MAJOR CATEGORIES OF PERSONNEL--CUSTODIAL, MAINTENANCE, FOOD SERVICE, EDUCATIONAL, AND TREATMENT--WERE INCLUDED. CONFIDENTIAL QUESTIONNAIRES WERE GIVEN TO SUPERVISORS. PERSONAL INTERVIEWS WERE CONDUCTED WITH 35 SUPERVISORS. OF THE 135 QUESTIONNAIRES DISTRIBUTED, USABLE QUESTIONNAIRES WERE RETURNED BY 75 PERSONS, INCLUDING 67 CORRECTIONAL PERSONNEL AND 8 PROBATION AND PAROLE SUPERVISORS. ASKED TO LIST THEIR DUTIES AS THEY PERCEIVED THEM, 93 PERCENT OF THE RESPONDENTS NOTED SOME ASPECT OF SECURITY TO BE PART OF THEIR JOBS. GENERAL SUPERVISORY SKILLS, SUPERVISING PERSONNEL, AND SUPERVISING INMATES ACCOUNTED FOR THE NEXT GREATEST PROPORTION OF THE RESPONSES. MOST OF THE OTHER RESPONSES CAN BE CLASSIFIED UNDER TECHNICAL ASPECTS OF THE JOB. ONLY 5 PERCENT CONSIDERED TRAINING TO BE PART OF THEIR JOBS, IN SHARP CONTRAST TO PRIVATE INDUSTRY, WHERE TRAINING IN A HIGH-PRIORITY RESPONSIBILITY FOR PERSONS AT SIMILAR JOB LEVELS. FEW REGARDED HUMAN RELATIONS SKILLS TO BE IMPORTANT TO THEIR WORK AND, OF THOSE WHO DID, THE EMPHASIS WAS ON MAINTAINING INMATE MORALE, NOT STAFF MORALE. THUS, PERSONNEL GAVE A NARROW DEFINITION OF THEIR JOBS. TOPICS DESIRED IN A TRAINING PROGRAM INCLUDED TECHNICAL OR SPECIAL SKILLS APPROPRIATE FOR PRESENT JOBS MORE EFFECTIVE SUPERVISORY SKILLS, KNOWLEDGE ABOUT MOTIVATION OF CRIMINAL BEHAVIOR, AND STRATEGIES FOR REHABILITATION. A SECOND PHASE OF THE STUDY CONSISTED OF ADMINISTERING TWO STANDARDIZED QUESTIONNAIRES, THE LEADERSHIP OPINION QUESTIONNAIRE AND THE SUPERVISORY INDEX, TO DETERMINE HOW MISSOURI CORRECTIONAL SUPERVISORY PERSONNEL COMPARE WITH MANAGEMENT PERSONNEL IN OTHER KINDS OF INSTITUTIONAL SETTINGS. RESULTS OF THIS PHASE ARE INCLUDED IN THE REPORT. A TRAINING PROGRAM FOR SUPERVISORS WAS IMPLEMENTED WHICH STRESSED KNOWLEDGE AND SPECIFIC SKILLS. AN ANNOTATED TOPICAL OUTLINE OF THE TRAINING PROGRAM IS INCLUDED, AS WELL AS FOOTNOTES AND FOUR APPENDIXES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

166. **SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. TRAINING FOR CORRECTIONS—RATIONALE AND TECHNIQUES.** 91 p. 1968. **NCJ-00947**

CURRICULUM DEVELOPMENT TEACHING TECHNIQUES, AVAILABLE TRAINING TOOLS AND PROJECT EVALUATION AGENCIES. SUGGESTED PUBLICATIONS AND LESSON PLANS ARE PRESENTED AS PRIME INTEREST TO CORRECTIONAL EMPLOYEES. FIELD OBSERVATIONS AND DISCUSSIONS AMONG CORRECTIONAL ADMINISTRATORS, TRAINING OFFICERS, AND EMPLOYEES ARE USED IN COLLECTING INFORMATION ON TEACHING STRATEGIES GERMANE TO INSERVICE TRAINING OF CORRECTIONAL PERSONNEL. SEE ALSO NCJ-00833.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

SPECIALIZED TRAINING PROGRAMS

167. **AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO IL 60610. RECOGNITION OF JAIL INMATES WITH MENTAL ILLNESS, THEIR SPECIAL PROBLEMS AND NEEDS FOR CARE.** 10 p. 1977. **NCJ-43512**

THIS HANDBOOK HELPS POLICE AND JAIL PERSONNEL RECOGNIZE MENTAL ILLNESS IN ARRESTEES AND DISTINGUISH MENTAL ILLNESS FROM MEDICAL CONDITIONS PRODUCING SIMILAR SYMPTOMS. MANY PHYSICAL CONDITIONS PRODUCE SYMPTOMS SIMILAR TO MENTAL ILLNESS, INCLUDING DIABETES, HEAD INJURIES, HIGH BLOOD PRESSURE, AND EPILEPSY AND OTHER CONDITIONS ASSOCIATED WITH CONVULSIONS. THE IMPORTANCE OF CAREFUL OBSERVATION DURING THE FIRST HOURS AFTER ARREST AND OF MEDICAL EXAMINATION AS SOON AS POSSIBLE IS EMPHASIZED. METHODS OF IDENTIFYING MENTALLY ILL PERSONS, TECHNIQUES FOR HANDLING THEM QUIETLY AND FIRMLY, AND TACTICS USEFUL IN CASES OF VIOLENCE ARE GIVEN. DEPRESSION OFTEN LEADS TO SUICIDE. SUICIDE PREVENTION IS DISCUSSED. THE SPECIAL PROBLEMS OF MENTAL RETARDATION, ELDERLY PERSONS, ALCOHOLICS, AND VARIOUS FORMS OF DRUG ADDICTION ARE DISCUSSED WITH SUGGESTIONS FOR HANDLING THEM. IF JAIL FACILITIES CANNOT PROVIDE EMERGENCY CARE OR SUITABLE LONG-TERM CARE, ARRANGEMENTS FOR TRANSPORTATION TO AN APPROPRIATE FACILITY SHOULD BE STANDARD OPERATING PROCEDURE. LONG-TERM JAIL PROCEDURES FOR THOSE WITH MENTAL ILLNESS NEED TO BE CAREFULLY DEFINED. SUGGESTIONS ARE MADE FOR APPROPRIATE HOUSING AND WORK ASSIGNMENTS, OBSERVATION PROCEDURES, AND GUIDELINES FOR CALLING FOR HELP. SPECIFICATIONS FOR A PSYCHIATRIC/SUICIDAL OBSERVATION ROOM ARE ALSO GIVEN.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

168. **D. B. ANDERSON. CONFLICT INTERVENTION (FROM TOOLS FOR TRAINERS—TRAINING TOOLS AND LESSON PLANS, 1978—SEE NCJ-57407).** SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 10 p. 1978. **NCJ-57414**

AN EXAMINATION OF THE PSYCHOLOGICAL DYNAMICS OF INTRAPERSONAL AND INTERPERSONAL CONFLICT LEADS INTO A DISCUSSION OF HOW CORRECTIONAL OFFICERS SHOULD INTERVENE IN SUCH SITUATIONS. THREE GENERAL TYPES OF INTRAPERSONAL (OR INTERNAL) CONFLICT ARE APPROACH-APPROACH, AVOIDANT-AVOIDANT, AND APPROACH-AVOIDANT. AN EXAMPLE OF AN APPROACH-AVOIDANT INTERPERSONAL CONFLICT OCCURS WHEN CORRECTIONAL OFFICERS NEED THE MONEY OFFERED FOR SMUGGLING CONTRABAND TO INMATES YET KNOW THE VERY REAL THREAT OF JOB LOSS AND PERHAPS IMPRISONMENT IF DETECTED. CRIMINAL BEHAVIOR, IN FACT, CAN BE UNDERSTOOD AS THE OUTCOME OF IMPULSIVE, IMPATIENT RESPONSES TO THE CONFLICT CREATED WHEN GRATIFICATION OF NEEDS ARE FRUSTRATED. THE RESULTING FRUSTRATION CAN LEAD TO AGGRESSION WHICH CAN BE EXPRESSED IN PRISON VIOLENCE. INTERPERSONAL CONFLICT BETWEEN TWO OR MORE INMATES CAN BE EXPLAINED BY EXAMINING THREE BASIC ATTITUDES OF MOST INMATES. THEY INCLUDE REJECTION OF CONVENTIONAL BELIEFS AS PHONY OR UNTRUE, REJECTION OF THE POSSIBILITY THAT ANYONE COULD REALLY CARE FOR THEM, AND REJECTION OF THE BELIEF THAT BEING LAW-ABIDING PAYS OFF. AN EXAMINATION OF THE VARIETY OF DEVICES TO DEAL WITH CONFLICTS ADDRESSES MECHANISMS OF DENIAL, ESCAPE, AND SHIFT AND SUBSTITUTION. THE SEVEN BASIC COMPONENTS OF CONFLICT RESOLUTION (ATTENDING, EMPATHY, RESPECT, GENUINESS, CONCRETENESS, SELF-DISCLOSURE, AND CONFRONTATION), WHICH CORRECTIONAL OFFICERS CAN USE, ARE PRESENTED IN DETAIL. CORRECTIONAL OFFICERS SHOULD CAREFULLY ASSESS CONFLICT SITUATIONS TO DETERMINE HOW THEY SHOULD RESPOND AND TO ANALYZE THE EFFECTIVENESS OF THEIR INTERVENTION. THEY SHOULD BE SENSITIVE TO OTHER PEOPLE AND TREAT INMATES IN THE MANNER THAT THEY WOULD LIKE TO BE TREATED.

169. **S. L. BRODSKY. BILL OF RIGHTS FOR THE CORRECTIONAL OFFICER.** ADMINISTRATIVE OFFICE OF THE UNITED STATES COURTS, SUPREME COURT BUILDING, WASHINGTON DC 20544. *FEDERAL PROBATION,* V 38, N 2 (JUNE 1974), P 38-40. **NCJ-26256**

A SET OF ORGANIZATIONAL AND OCCUPATIONAL RIGHTS FOR CORRECTIONAL OFFICERS IS PROPOSED, FULFILLMENT OF WHICH IS DEPENDENT UPON BOTH ADMINISTRATORS AND OFFICERS. THE PROPOSED RIGHTS ARE: (1) PARTICIPATION AT ALL LEVELS IN BOARDS, COMMITTEES, AND DECISION-MAKING STRUCTURES; (2) CLEARLY DEFINED ROLES AND LOYALTIES; (3) EDUCATION AND TRAINING RELEVANT TO JOB ACTIVITIES AND CAREER DEVELOPMENT; (4)

DIFFERENTIAL ASSIGNMENTS RELATED TO SKILLS AND ABILITIES; (5) INFORMED BEHAVIORAL SCIENCE CONSULTATION ON MANAGING PEOPLE; AND (6) THE DEVELOPMENT OF PROFESSIONALISM. (AUTHOR ABSTRACT MODIFIED)
Availability: NCJRS MICROFICHE PROGRAM.

170. **CHARLES CAHILL AND ASSOCIATES, INC. CORRECTIONAL OFFICER—EMOTIONAL DISTURBANCES IN A CORRECTIONAL FACILITY.** 1977. **NCJ-39087**
THIS CORRECTIONAL OFFICER TRAINING FILM EXPLORES CERTAIN COMMON BEHAVIORS WHICH WHEN PRESENT TO AN EXCESSIVE DEGREE SIGNAL THAT AN INMATE MAY BE PROGRESSING TOWARD A SERIOUS EMOTIONAL DISTURBANCE. THE BEHAVIORS HIGHLIGHTED INCLUDE PRAYER, TALKING TO ONESELF, PARANOIA, NERVOUSNESS, DEPRESSION, MEMORY LOSS, LYING, AND OVER EXAGGERATION OF PHYSICAL PROBLEMS. NEW AND EXPERIENCED OFFICERS ARE ALSO SHOWN WHAT THEY CAN EXPECT AS NORMAL OR COMMON INMATE BEHAVIOR AND ENCOURAGED TO DEVELOP INSIGHT INTO AND EMPATHY FOR INMATE PROBLEMS. EMPHASIS IS PLACED ON RECOGNIZING ABNORMAL BEHAVIORS, ON REPORTING WHAT HAS BEEN SEEN, AND ON HELPING THE INMATE TO GET BACK ON BALANCE.
Supplemental Notes: 16 MINUTES, 16MM COLOR, 1977 RENTAL ALSO AVAILABLE.
Availability: AIMS INSTRUCTIONAL MEDIA, INC, 626 JUSTIN AVENUE, GLENDALE CA 91201 (Film) **(Not available through** NCJRS Document Loan Program)

171. **S. R. DAY and D. R. HUBBARD. IMPLEMENTING AN ADMINISTRATIVE REMEDIES PROGRAM—THE ROLE AND RESPONSIBILITIES OF STAFF TRAINING.** SOUTH CAROLINA DEPARTMENT OF CORRECTIONS, 4444 BROAD RIVER ROAD, P O BOX 766, COLUMBIA SC 29202. *RESOLUTION OF CORRECTIONAL PROBLEMS AND ISSUES,* V 1, N 3 (SPRING 1975), P 26-28. **NCJ-26224**
TRAINING OF CORRECTIONAL LINE STAFF IS NECESSARY TO PREVENT INFRACTIONS OF IGNORANCE AGAINST INMATE RIGHTS. TOO OFTEN IT HAS BEEN ASSUMED THAT THE ISSUANCE OF A POLICY IS SUFFICIENT AND THAT THE WRITTEN WORD IS AUTOMATICALLY TRANSMITTED INTO PROPER ACTION BY THE STAFF.

172. **I. B. GOULD. STAFF DEVELOPMENT AND TRAINING FOR PERSONNEL CONCERNED WITH NARCOTIC ADDICTS—FINAL NARRATIVE REPORT.** NEW YORK CITY DEPARTMENT OF CORRECTIONS, 100 CENTRE STREET, NEW YORK NY 10013. 179 p. 1966. **NCJ-00033**
SYNOPSES OF LECTURES AND DISCUSSIONS ON ADDICTS, ADDICTION, DRUGS AND REHABILITATION. MEETINGS WERE HELD AT THE RIKERS ISLAND PENITENTIARY, A FACILITY OF THE NEW YORK CITY DEPARTMENT OF CORRECTIONS. STATED PURPOSES WERE TO ENHANCE THE KNOWLEDGE OF CORRECTIONS PERSONNEL CONCERNING DRUG ADDICTION AND THE DRUG ADDICT DIRECTLY, TO IMPROVE THEIR KNOWLEDGE OF MENTAL HYGIENE PRINCIPLES AND PROCEDURES, TO FACILITATE THE DEVELOPMENT OF SENSITIVITY AMONG THE PARTICIPANTS TOWARD THEMSELVES AND THE INMATES SO THAT EACH STAFF PERSON COULD BECOME MORE EFFECTIVE IN THE MANAGEMENT AND REHABILITATION OF THE IMPRISONED OFFENDER, TO DEMONSTRATE A PROTOTYPE OF AN IN-SERVICE TRAINING PROCEDURE THAT HAD APPLICABILITY AND FEASIBILITY FOR ADOPTION AND INCORPORATION INTO ONGOING PERSONNEL PRACTICES IN ANY CORRECTIONS FACILITY, AND TO EVALUATE THE EFFECT OF THE PROGRAM ON PARTICIPATING PERSONNEL TO PROVIDE AN OBJECTIVE BASIS FOR FURTHER APPLICATION OR MODIFICATION OF THE PROCEDURES WHICH WERE THE MAJOR COMPONENT PARTS OF THE PROJECT. (AUTHOR ABSTRACT MODIFIED)
Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.
Availability: NCJRS MICROFICHE PROGRAM.

173. **J. MENARD. POTENTIAL LIABILITY OF STATE CORRECTIONAL OFFICERS UNDER THE CIVIL RIGHTS ACT (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407).** SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 6 p. 1978. **NCJ-57409**
AN EXAMINATION OF THE WAYS IN WHICH STATE CORRECTIONAL OFFICERS ARE LIABLE FOR VIOLATIONS OF INMATES' RIGHTS IS DISCUSSED AND SUGGESTIONS ARE OFFERED ON HOW TO AVOID DAMAGING LAWSUITS. THE POSITION THAT PRISONERS WERE WITHOUT CONSTITUTIONAL RIGHTS WAS OVERTURNED BY A 1963 DECISION BY A U.S. DISTRICT COURT WHICH HELD THAT INMATES DID NOT LOSE ALL THEIR CIVIL RIGHTS, AND THAT THEY COULD BRING SUIT UNDER 42 U.S.C. SEC. 1983 IF DEPRIVED OF THEIR RIGHTS (REDDING V. PATE, 220 F. SUPP. 124). IN ADDITION, INMATES CAN BRING SUIT AGAINST CORRECTIONAL OFFICERS UNDER MANY INDIVIDUAL STATE CONSTITUTIONS AND STATE STATUTES. HOWEVER, MOST INMATES BRING FEDERAL SUITS BECAUSE INMATES ASSUME THAT FEDERAL COURTS ARE MORE SOLICITOUS OF PRISONER WELFARE. CORRECTIONAL OFFICERS ARE LIABLE UNDER SECTION 1983 IF THE OFFICER DEPRIVES A PRISONER OF A CONSTITUTIONAL RIGHT, PRIVILEGE, OR IMMUNITY, AND IF THE OFFICER ACTED UNDER 'COLOR OF LAW' (MISUSE OF POWER), POSSESSED BY VIRTUE OF STATE LAW AND MADE POSSIBLE ONLY BECAUSE THE ACTOR IS CLOTHED WITH THE AUTHORITY OF STATE LAW. SPECIFIC RIGHTS OF INMATES INCLUDE PROTECTION AGAINST CRUEL AND UNUSUAL PUNISHMENT (DENIAL OF MEDICAL CARE) AND SUCH FIRST AMENDMENT RIGHTS AS THE RIGHT TO WORSHIP AND HAVE ACCESS TO COURTS. ALSO, STATE AND FEDERAL COURT DECISIONS HAVE HELD THAT INMATES ARE ENTITLED TO PROCEDURAL SAFEGUARDS IN DISCIPLINARY HEARINGS. SUGGESTIONS ARE MADE AS TO HOW CORRECTIONAL OFFICERS CAN ENSURE PROTECTION OF SUCH RIGHTS, SINCE, WITH PRISONERS' RIGHTS ATTORNEYS WILL BE FORCED TO FOCUS LAWSUITS ON NONIMMUNE CORRECTIONAL OFFICERS BECAUSE HIGHER RANKING OFFICIALS ARE BEING GRANTED IMMUNITY. A BIBLIOGRAPHY IS INCLUDED.

174. **NEW YORK CITY DEPARTMENT OF COMMUNITY SERVICES AND EDUCATION POSTGRADUATE CENTER FOR MENTAL HEALTH, 124 EAST 28TH STREET, NEW YORK, NY 10016. DRUG ADDICTS AND YOU—A HANDBOOK FOR CORRECTIONAL PERSONNEL.** 62 p. **NCJ-00160**
THE POSTGRADUATE CENTER FOR MENTAL HEALTH ANALYZED DRUG ADDICTS' PROBLEMS AND REHABILITATION PROGRAMS FOR CORRECTIONAL TRAINING PERSONNEL. A PILOT TRAINING PROGRAM EXAMINES THE ADDICT, HIS BACKGROUND ENVIRONMENT, AND HIS NEEDS DURING REHABILITATION. THE MANUAL FOCUSES ON THE FRUSTRATIONS AND DIFFICULTIES OF THE CORRECTIONAL OFFICER AS WELL AS HIS ABILITY TO GET AT THE ROOTS OF THE ADDICT'S STRUGGLE FOR HEALTH. VARIOUS DRUG REHABILITATION APPROACHES LIKE SYNANON, PUBLIC HEALTH SERVICE, NEW YORK REHABILITATION CENTERS, PHOENIX HOUSE, DAYTOP VILLAGE, AND METHADONE TREATMENT—ARE DISCUSSED. THERE ARE THUMBNAIL SKETCHES OF THE BEST KNOWN DRUGS.
Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.
Availability: NCJRS MICROFICHE PROGRAM.

175. **C. L. NEWMAN, S. S. GOEHRING, and E. S. PIERCE. PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—DRUGS AND TREATMENT PROGRAMS.** PENNSYLVANIA STATE UNIVERSITY. 32 p. 1975. **NCJ-27264**
LESSON PLANS AND TRAINING MODULE FOR COURSE INSTRUCTORS FOR THIS WORKSHOP DESIGNED AS PART OF A STATEWIDE TRAINING PROGRAM FOR COUNTY PROBATION

AND STATE PAROLE PERSONNEL. THE PURPOSE OF THIS TRAINING WORKSHOP IS TO FACILITATE PROBATION/PAROLE OFFICER AWARENESS OF TREATMENTS AND SERVICES AVAILABLE FOR REFERRAL AND OF THE USUAL SYMPTOMATIC BEHAVIOR ASSOCIATED WITH THE VARIOUS TYPES OF DRUG ABUSE. THE TOPICS COVERED IN THIS MODULE ARE AS FOLLOWS: NARCOTIC DRUG ABUSE; LAW ENFORCEMENT CONTROL PROBLEMS; DRUGS AND CRIME; DRUG TREATMENT PROGRAMS; AND NON-NARCOTIC DRUG ABUSE. APPENDED ARE A DESCRIPTION OF THE USE AND EFFECTS OF VARIOUS DRUGS, DEFINITIONS OF FOURTEEN DRUG TREATMENT MODALITIES, AND A TABULAR SUMMARY OF EXISTING SERVICES IN THE STATE. ALSO INCLUDED ARE A BRIEF BIBLIOGRAPHY AND A LIST OF FILMS THAT CAN BE UTILIZED IN THE COURSE. (FOR OTHER TRAINING MODULES IN THIS SERIES, SEE NCJ-27262, 63, 65, AND 66.)

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

176. SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. CRISIS INTERVENTION FOR CORRECTIONAL PERSONNEL (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407). 10 p. 1978. **NCJ-57415**

AN ANALYSIS OF THE SYMPTOMS AND CAUSES OF CRISIS SITUATIONS IN CORRECTIONAL INSTITUTIONS AND WAYS THAT CORRECTIONAL STAFFS CAN RECOGNIZE AND RESPOND TO SUCH SITUATIONS ARE PROVIDED IN THIS ARTICLE. THE DESTRUCTIVE POTENTIAL OF INTERPERSONAL CONFLICT IN CORRECTIONAL INSTITUTIONS CALLS FOR IMMEDIATE, SOPHISTICATED RESPONSES. ALL OF THE TRAINING OF CORRECTIONAL PERSONNEL MUST COME INTO FOCUS IN ORDER TO HANDLE A CRISIS SITUATION. WHILE IT IS DIFFICULT TO PREVENT STRESSFUL SITUATIONS FROM ARISING IN THESE INSTITUTIONS, TRAINING CORRECTIONAL STAFF IN THE TECHNIQUES AND METHODS FOR RECOGNIZING AND ALLEVIATING STRESS CAN HAVE A SIGNIFICANT EFFECT ON PREVENTING LARGER, MORE SERIOUS CRISES FROM HAPPENING. SPECIFIC FACTORS, INHERENT IN CORRECTIONAL INSTITUTIONS, WHICH CAN RESULT IN A CRISIS SITUATION INCLUDE BEING FORCED TO INTERACT WITH PEOPLE WITH WHOM INMATES MIGHT NOT CHOOSE TO INTERACT, LACK OF SPACE, RECEIVING A DEATH SENTENCE, OR THREATS BY OTHER INMATES. CORRECTIONAL OFFICERS CAN BE TRAINED TO SPOT POTENTIAL CRISIS SITUATIONS BY OBSERVING CHANGES IN THE ATTITUDE, PERSONALITY, AND WORK OR SCHOOL HABITS OF INMATES. WHILE A CRISIS MAY NOT BE PREVENTABLE, THESE OFFICERS CAN LEARN HOW TO HELP INMATES RELIEVE THE STRESS ASSOCIATED WITH SUCH SITUATIONS BY USING SKILLFUL INTERVENTION STRATEGIES, SUCH AS THE 'EMPHATIC RESPONSE' TECHNIQUE. IN ADDITION, CORRECTIONAL OFFICERS CAN SEEK TO SOFTEN THE BLOW OF SITUATIONS WHICH WILL PRODUCE STRESS AND TO LESSEN THE DURATION OF STRESSFUL SITUATIONS. CHARTS ARE INCLUDED.

177. W. P. STATSKY. TEACHING CORRECTIONS LAW TO CORRECTIONS PERSONNEL. ADMINISTRATIVE OFFICE OF THE UNITED STATES COURTS, SUPREME COURT BUILDING, WASHINGTON DC 20544. *FEDERAL PROBATION,* V 37, N 2 (JUNE 1973), P 42-47. **NCJ-11581**

DEVELOPMENT OF PRESERVICE AND INSERVICE STAFF TRAINING BY THE CALIFORNIA DEPARTMENT OF CORRECTIONS. CURRICULA ON CORRECTIONS LAW ARE BEING DEVELOPED IN RESPONSE TO INCREASED LEGAL ACTIVITY BY INMATES. THE AUTHOR LISTS FOUR TRAINING APPROACHES—INFORMATIONAL TRAINING THAT EXPLAINS WHAT HAS TO BE DONE AS A RESULT OF A RECENT COURT DECISION, TRAINING TO DEVELOP DEFENSES TO WHAT COURTS ARE IMPOSING, TRAINING TO HELP STAFF AVOID LEGAL PROBLEMS BEFORE THEY ARISE, AND TRAINING TO RESOLVE DISPUTES BETWEEN INMATES AND STAFF. THE AUTHOR EXPLORES CONCEPTS UNDERLYING THE LAST TWO APPROACHES. TRAINING OFFICERS AND MIDDLE MANAGEMENT PERSONNEL WERE PROVIDED TRAINING IN CORRECTIONS LAW, AND IN TURN, TRAINED THEIR STAFF. THE TRAINING INCLUDED AN INTRODUCTION TO CORRECTIONS LAW FOR LAYMEN, FACTFINDING, LEGAL BIAS, AND PUNISHMENT AND DISCIPLINE. THE AUTHOR REVIEWS SOME OF THE PROCEDURES USED AND INFORMATION PRESENTED IN THE TRAINING PROCESS.

178. R. J. WICKS. PRESENTING PSYCHOLOGICAL CONCEPTS TO POLICE AND CORRECTIONS OFFICERS. INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE, 11 FIRSTFIELD ROAD, GAITHERSBURG MD 20760. *POLICE CHIEF,* V 41, N 11 (NOVEMBER 1974), P 65. **NCJ-16172**

DISCUSSION OF THE NEED FOR AN APPLIED PSYCHOLOGY COURSE THAT WOULD BE OF PRACTICAL USE TO LAW ENFORCEMENT AND CORRECTIONS OFFICERS. THE AUTHOR POINTS OUT THAT CRIMINAL JUSTICE LINE OFFICERS REACT VERY NEGATIVELY TOWARDS TAKING PSYCHOLOGY COURSES BECAUSE THESE GENERAL COURSES ARE USUALLY NOT MADE RELEVANT TO THEIR NEEDS. HE SUGGESTS AN APPLIED PSYCHOLOGY COURSE WHICH WOULD INTEGRATE EXPERIENCED OFFICERS INTO THE TRAINING TO PROVIDE FIELD ILLUSTRATIONS AND UTILIZE A GROUP PROCESS METHOD TO SUPPLEMENT THE TRADITIONAL DIDACTIC APPROACH.

179. R. J. WICKS. SUICIDE PREVENTION—A BRIEF FOR CORRECTIONS OFFICERS. ADMINISTRATIVE OFFICE OF THE UNITED STATES COURTS, SUPREME COURT BUILDING, WASHINGTON DC 20544. *FEDERAL PROBATION,* V 36, N 3 (SEPTEMBER 1972), P 29-31. **NCJ-07661**

DISCUSSION COVERS ORGANIC AND FUNCTIONAL CAUSES OF SUICIDE, SIGNS OF DEPRESSION, THE SUICIDAL MANIPULATOR, AND ACTIONS TO PREVENT SUICIDE. THREE FUNCTIONAL (PSYCHOLOGICAL) CAUSES OF SUICIDE IN PRISON ARE EXTREME FEAR, DEPRESSION, AND PSYCHOTIC HALLUCINATIONS. FEAR AND DEPRESSION STRONG ENOUGH TO PRECIPITATE A SUICIDE ATTEMPT MAY BE TRIGGERED BY THE FOLLOWING: BAD NEWS, SUCH AS SICKNESS OR DEATH AT HOME; HOMOSEXUAL RAPE; NO NEWS; SUDDEN CONFINEMENT (FIRST OFFENDER); UNEXPECTED SENTENCE OF UNUSUALLY LONG DURATION HANDED DOWN BY THE COURTS; GUILT ARISING FROM A CRIME COMMITTED BY THE INDIVIDUAL SUCH AS CHILD MOLESTING OR MURDER OF A RELATIVE OR CLOSE FRIEND; RECEIVING A BEATING FROM AN INMATE OR CORRECTIONS OFFICER; OR CONFINEMENT FOR A LONG PERIOD IN AN UNSENTENCED STATUS. PSYCHOTIC HALLUCINATIONS CAN BE EXPERIENCED BY A PERSON WHO HAS TEMPORARILY LOST TOUCH WITH REALITY, AND SUCH PERSONS SHOULD BE CONSIDERED AS POSSIBLY DANGEROUS. WHILE A PSYCHOTIC'S BIZARRE ACTIONS ARE EASY TO OBSERVE, SIGNS OF DEPRESSION ARE OFTEN QUITE SUBTLE UNLESS ONE IS PARTICULARLY SENSITIVE TO THEM. IF THE FOLLOWING SYMPTOMS ARE PRESENT IN A COMBINATION OR EXAGGERATED FORM THEY ARE INDICATIVE OF DEPRESSION SERIOUS ENOUGH TO LEAD TO A POSSIBLE SUICIDE: LOSS OF APPETITE; SLEEPING DIFFICULTIES; LETHARGY; EXTREME TENSION, RESTLESSNESS, AND AGITATION; PRONENESS TO EASY UPSETS; AND AVOIDANCE OF COMPANY OF OTHER INMATES AND NORMALLY POPULAR RECREATIONAL EVENTS. OFFICERS TRYING TO PREVENT SUICIDE ATTEMPTS SHOULD MOVE SLOWLY AND CALMLY TOWARD THE INMATE, SHOULD DO NOTHING THAT MAY SEEM THREATENING, AND SHOULD REFER THE INMATES FOR PSYCHIATRIC ATTENTION IMMEDIATELY FOLLOWING THE ATTEMPT. REFERENCES ARE NOT INCLUDED.

180. **K. WILSON. PRESERVICE TRAINING IN PSYCHOLOGICAL PRINCIPLES (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407).** SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 6 p. 1978. **NCJ-57416**

PSYCHOLOGICAL TRAINING OF NEW CORRECTIONAL OFFICERS TO UNDERSTAND THE CRIMINAL PERSONALITY AND TO RESPOND TO AFFECTIVE, COGNITIVE, AND BEHAVIORAL PROBLEMS OF INMATES IS DISCUSSED IN THIS ARTICLE. PSYCHOLOGY HAS MUCH TO OFFER THOSE INVOLVED IN THE CORRECTIONS FIELD. TRAINING IN PSYCHOLOGICAL PRINCIPLES CAN HELP REDUCE THE USE OF PHYSICAL FORCE OR THREATS OF PHYSICAL FORCE AND CONTRIBUTE TO THE SMOOTH RUNNING OF INSTITUTIONS. THE PROPER USE OF PSYCHOLOGICAL PRINCIPLES WILL ALSO REDUCE STRESS AMONG STAFF AND INMATES. OFTEN CORRECTIONAL OFFICERS ARE THE FRONTLINE MENTAL HEALTH PROFESSIONALS SINCE MOST INMATES DISTRUST PSYCHIATRISTS, PSYCHOLOGISTS, AND SOCIAL WORKERS. INMATES WOULD PREFER TO CONFIDE IN CORRECTIONAL OFFICERS BECAUSE OF THEIR FREQUENT CONTACT WITH THEM. THEREFORE, CORRECTIONAL OFFICERS NEED TO HAVE SUFFICIENT KNOWLEDGE OF PSYCHOLOGICAL TECHNIQUES TO ENABLE THEM TO BE GOOD OBSERVERS AND TO RESPOND TO CRISIS SITUATIONS. TRAINING IN BOTH THE THEORETICAL AND APPLIED ASPECTS OF PSYCHOLOGY WILL ENHANCE THE ABILITY OF OFFICERS TO INTERVIEW IN POTENTIAL OR ACTUAL CRISIS SITUATIONS. FOR EXAMPLE, TRAINING IN BEHAVIORAL ANALYSIS ENABLES OFFICERS TO OBSERVE INMATE BEHAVIOR MORE EFFECTIVELY AND ACTIVELY. CORRECTIONAL OFFICERS SHOULD LEARN ABOUT THE PATTERNS OF BEHAVIOR ASSOCIATED WITH CRIMINALS. THEREFORE, A TRAINING PROGRAM SHOULD INCLUDE A DESCRIPTION OF THE MODAL PERSONALITY PROFILE AND BEHAVIORAL SYMPTOMS ASSOCIATED WITH CHARACTER DISORDERS, BEHAVIOR DESCRIPTION AND APPROPRIATE CONTROL PROCEDURES, TRANSACTIONAL ANALYSIS, RATIONAL EMOTIVE THERAPY, AND REALITY THERAPY. A DIAGRAM IS INCLUDED.

TRAINING PROGRAM EVALUATIONS

181. **AMERICAN FOUNDATION, INC INSTITUTE OF CORRECTIONS, 1532 PHILADELPHIA NATIONAL BANK, BUILDING, PHILADELPHIA PA 19107. PENNSYLVANIA—BOARD OF PROBATION AND PAROLE COMPREHENSIVE STAFF DEVELOPMENT PROGRAM—FINAL EVALUATION SUMMARY.** 20 p. 1974. **NCJ-26192**

A SUMMARY OF THE ASSESSMENT OF THIS PROGRAM WHICH PROVIDES STAFF TRAINING IN SUCH AREAS AS HEARING PROCEDURES, SOCIAL REHABILITATION SERVICES, DRUG EDUCATION, SOCIAL AWARENESS, AND LABOR RELATIONS. THE DEVELOPMENT OF THE PROGRAM AND PROBLEMS WHICH RESULTED FROM CUTS IN STATE FUNDING ARE DISCUSSED. TRAINING PRIORITIES OF THE PROGRAM WERE FINALLY SET TO DIRECT 25 PERCENT OF RESOURCES TO NEW STAFF, 50 PERCENT TO MANAGEMENT, 20 PERCENT TO SPECIALIZED AREAS, AND 5 PERCENT TO GRADUATE TRAINING. SEVERAL PROGRAMS WERE PROVIDED THROUGH CONTRACT WITH UNIVERSITIES AND PRIVATE AGENCIES, THROUGH IN-HOUSE STAFF, AND THROUGH OTHER STATE DEPARTMENTS. EVALUATION ACTIVITIES CONSISTED OF ON-SITE VISITS, A DETERMINATION OF TRAINING GOALS, REVIEW OF PROJECT RECORDS, INTERVIEWS WITH PERSONNEL, AND QUESTIONNAIRES GIVEN TO TRAINEES. DURING THE 8 MONTHS OF THIS PROJECT YEAR THE PROGRAM ENTAILED 21 DIFFERENT CLASSES TOTALING 436 HOURS OF TRAINING. THERE WERE 777 PARTICIPANTS FROM VARYING STAFF LEVELS. THE SURVEYS OF TRAINEE PARTICIPANTS INDICATED FAVORABLE REACTION TO THE TRAINING CLASSES. PROBLEM AREAS IDENTIFIED BY THOSE INTERVIEWED INCLUDED LARGE CASE LOADS, EXCESSIVE PAPERWORK, AND A NEED FOR TRAINING GEARED TO DEVELOPING SKILLS. A PRESSING NEED FOR CLARIFICATION AND IMPLEMENTATION OF GOALS AND OBJECTIVES IN RELATION TO OVERALL TRAINING NEEDS WAS IDENTIFIED BY THE EVALUATORS.

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

182. **D. ASHTON and B. GIBSON. EVALUATING A TRAINING PROGRAMME IN THE PROBATION SERVICE.** MCB PUBLISHING COMPANY, 196-200 KEIGHLEY ROAD, BRADFORD WEST YORKSHIRE, ENGLAND BD9 4JQ. *MANAGERIAL FINANCE,* V 3, N 1 (1977), P 29-42. **NCJ-66416**

IN FEBRUARY 1973 AN EXPERIMENTAL COURSE WAS RUN BY THE DURHAM (ENGLAND) UNIVERSITY BUSINESS SCHOOL FOR THE ENTIRE TOP MANAGEMENT STRATA OF THE DURHAM PROBATION SERVICE. ONGOING EVALUATION HELPED PLAN EACH CLASS. THE PROGRAM WAS UNIQUE IN THAT TOP OFFICIALS FROM THE BUSINESS SCHOOL, WHO HAD LITTLE KNOWLEDGE OF THE PROBLEMS OF THE PROBATION SERVICE, DEVELOPED THE COURSE JOINTLY WITH TOP-LEVEL PROBATION OFFICERS WHO NEEDED HELP WITH MANAGEMENT TECHNIQUES. THERE WERE FOUR VARIATIONS OF THE TRAINING, ONE FOR THE CENTRAL OFFICE PERSONNEL AND ONE FOR THE PERSONNEL OF EACH THREE BRANCH OFFICES. BEFORE TRAINING BEGAN PARTICIPANTS FILLED OUT PERSONAL OBJECTIVES QUESTIONNAIRES WHICH INDICATED THAT THEIR MAJOR PROBLEMS WERE DEVELOPING LEADERSHIP ABILITY, UNDERSTANDING THEIR ROLE IN RELATION TO ORGANIZATIONAL STRUCTURE, AND DEVELOPING SPECIFIC MANAGEMENT TECHNIQUES. BECAUSE THE BUSINESS SCHOOL STAFF WAS UNFAMILIAR WITH PROBATION SERVICE PROBLEMS, IT WAS DECIDED TO USE ONGOING EVALUATION TO KEEP THE COURSE ON TARGET. AFTER EACH SESSION PARTICIPANTS FILLED OUT RATING SHEETS WHICH WERE USED TO DEVELOP THE NEXT SESSIONS. A FINAL EVALUATION CONDUCTED 3 MONTHS AFTER THE TRAINING ENDED FOUND THAT THE INFORMATION HAD BEEN VALUABLE AND THAT THE MANAGEMENT PERSONNEL WERE USING THEIR NEW SKILLS TO IMPROVE DAILY OPERATIONS. THE ONGOING EVALUATION INDICATED A WILLINGNESS TO LEARN ON THE PART OF THE INSTRUCTORS AND CONTRIBUTED GREATLY TO THE POSITIVE OUTCOME. THE QUESTIONNAIRES AND REFERENCES ARE INCLUDED.

183. **M. C. BARTON and D. SCOTT. EXPLORATORY STUDY OF SPECIFIC FACTORS IN A PRISON ENVIRONMENT THAT AFFECT A MANPOWER TRAINING PROJECT.** REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486. 107 p. 1970. **NCJ-03295**

A THREE-PHASE DESIGN INCLUDED A PRE-SURVEY OF THE PRISON COMMUNITY, LIMITED INTERVENTION, AND A POST-SURVEY TO DETERMINE THE EFFECTS OF INTERVENTION. INTERVENTION STRATEGIES INCLUDED THE DISTRIBUTION OF A NEWSLETTER ABOUT THE MANPOWER DEVELOPMENT AND TRAINING PROJECT, BULLETIN BOARD DISPLAYS, AND AN ORIENTATION PROGRAM FOR THE CORRECTIONAL OFFICERS. A SIGNIFICANT MEANS OF INCREASING SCORES ON

AN INDEX OF POSITIVE ATTITUDE TOWARD MANPOWER TRAINING WAS THROUGH THE INTENSIVE DISSEMINATION OF ACCURATE INFORMATION ABOUT SUCH A TRAINING PROGRAM. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: US DEPARTMENT OF LABOR MANPOWER ADMINISTRATION, WASHINGTON DC 20210.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

184. **S. BECKER. HOW TO WRITE 'TRAINING SOLUTION STATEMENTS' (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407).** SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 4 p. 1978. **NCJ-57412**

TRAINING SOLUTION STATEMENTS (TSS) CAN BE USED IN MEASURING THE IMPACT OF TRAINING PROGRAMS ON ORGANIZATIONAL PROBLEMS. A GENERAL EXPLANANTION OF TSS IS PROVIDED. BECAUSE ORGANIZATIONAL PROBLEMS RARELY HAVE TRAINING SOLUTIONS, TRAINING IS MOST EFFECTIVE WHEN IT IS ONLY ONE ELEMENT IN A TOTAL IMPROVEMENT STRATEGY. TSS CAN BE USED BY TRAINERS TO DEVELOP COMPREHENSIVE SOLUTION TO ORGANIZATIONAL PROBLEMS. SOME OF THE GENERAL FEATURES OF TSS INCLUDE INPUT, THE RESULT OF AN ORGANIZATION PERFORMANCE ANALYSIS; OUTPUT OR THE TRAINING PLAN; NONTRAINING PLANS; CRITERIA USED TO MEASURE ORGANIZATIONAL IMPROVEMENT; AND SCHEDULES FOR IMPLEMENTING BEHAVIORAL AND NONBEHAVIORAL COMPONENTS OF THE TOTAL ORGANIZATIONAL SOLUTION. SUCH AN APPROACH ALLOWS THE ADDITIONAL ADVANTAGE OF ENABLING EFFECTIVE MEASUREMENT OF HOW THE TRAINING PROGRAMS HAVE CONTRIBUTED TO RESOLUTION OF ORGANIZATIONAL PROBLEMS. BY USING TSS, TRAINERS CAN ASSUME AN IMPORTANT MANAGEMENT ROLE IN DEVELOPING REALISTIC AND EFFICIENT SOLUTIONS TO ORGANIZATIONAL PROBLEMS. BY WORKING CLOSELY WITH ORGANIZATION MANAGERS, TRAINERS CAN HELP DEVELOP CONSENSUS AND MANAGEMENT UNITY IN ADDRESSING ORGANIZATIONAL PROBLEMS. IN THIS WAY TRAINERS CAN BECOME IMPORTANT AGENTS IN CHANGE MANAGEMENT. NO REFERENCES ARE INCLUDED.

Supplemental Notes: REPRINTED FROM TRAINING, V 14, N 9 (SEPTEMBER 1977), P 18-20.

185. **G. J. BENSINGER. DEVELOPMENT AND USE OF EVALUATION DESIGNS IN CRIMINAL JUSTICE TRAINING PROGRAMS—THE COOK COUNTY (IL) MODEL.** 33 p. 1977. **NCJ-53984**

THE PROCEDURE FOR DESIGNING, EVALUATING, AND IMPROVING TRAINING PROGRAMS FOR CRIMINAL JUSTICE PERSONNEL USED IN COOK COUNTY, ILL., IS DESCRIBED. IN DEVELOPING THE TRAINING NEEDS FOR THE TOTAL SYSTEM OF CRIMINAL JUSTICE IN COOK COUNTY, THE FOLLOWING TRAINING AREAS WERE IDENTIFIED: CORRECTIONAL TRAINING, ADULT PROBATION TRAINING, COURT SERVICES TRAINING, LEADERSHIP DEVELOPMENT, AND SPECIAL SYSTEM INSTITUTES AND SEMINARS. THE TRAINING FORMAT DEVELOPED INCLUDES THE FOLLOWING NINE ELEMENTS: (1) ASSESSMENT OF TRAINING NEEDS; (2) RANKING TRAINING PRIORITIES; (3) SETTING GENERAL TRAINING OBJECTIVES; (4) SELECTION OF TRAINING DESIGN AND INSTRUCTORS; (5) SETTING INSTRUCTORS' TRAINING OBJECTIVES; (6) CONSTRUCTION OF EVALUATION INSTRUMENTS; (7) ADMINISTRATION OF INSTRUMENTS; (8) ANALYSIS OF DATA; AND (9) IMPLEMENTATION OF CHANGE. THE NATURE OF EACH OF THESE ELEMENTS IS EXPLAINED. THE PRACTICAL APPLICATION OF THIS FORMAT TO THE DEVELOPMENT OF AN ADULT PROBATION PRESERVICE TRAINING PROGRAM IS DESCRIBED. THE EVALUATION INSTRUMENT WAS DESIGNED TO MEASURE THE QUALITY OF TRAINING AND ASSESS THE APPLICABILITY OF TRAINING TO PROBATION WORK IN THE COUNTY. SPECIFICALLY THE QUESTIONNAIRE PROVIDED DATA ON THE EXTENT TO WHICH TRAINING OBJECTIVES WERE MET IN AFFECTING ON-THE-JOB BEHAVIOR, THE DESIRED DIRECTION OF CHANGE ON GENERAL CHARACTERISTICS OF THE DEVELOPMENT PROGRAM, INSTRUCTOR EVALUATION, AND SUBJECTIVE FEEDBACK. RESULTS OF THE EVALUATION APPLIED TO THE PROBATION TRAINING COURSE ARE REPORTED. EVALUATION FINDINGS WERE REVIEWED FIRST BY THE PROJECT'S ADMINISTRATORS, COORDINATORS, AND THE PARTICULAR INSTRUCTORS OF THE PROGRAM. THE DATA WERE REVIEWED ALSO BY THE CHIEF ADULT PROBATION OFFICER AND HIS ADMINISTRATIVE STAFF. AFTER REVIEWING THE DATA SEPARATELY, THEY MET TO DISCUSS IMPLICATIONS FOR CHANGE AND IMPROVEMENT IN PROBATION TRAINING. THE MAJOR DECISION RESULTING FROM THE ANALYSIS OF THE EVALUATION FINDINGS WAS TO INCORPORATE ADDITIONAL PRACTICAL EXAMPLES OF ON-THE-JOB SITUATIONS TO MEET THE REQUEST OF TRAINEES FOR MORE HELP IN DEALING WITH THESE SITUATIONS. THIS PROCEDURE OFFERS A QUICK METHOD, USING FEW RESOURCES, FOR EVALUATING TRAINING WITH A VIEW TO IMMEDIATE IMPROVEMENTS IN THE CONTENT AND FORMAT OF TRAINING SESSIONS. A SAMPLE OF THE EVALUATION INSTRUMENT IS PROVIDED, AND DATA FROM THE PARTICULAR EVALUATION DESCRIBED ARE REPORTED. A SELECTED BIBLIOGRAPHY IS ALSO INCLUDED.

Supplemental Notes: PRESENTED AT THE NATIONAL CONFERENCE ON CRIMINAL JUSTICE EVALUATION WASHINGTON, DC, FEBRUARY 1977—PANEL 19 EVALUATION OF EDUCATION AND TRAINING PROGRAMS.

Availability: NCJRS MICROFICHE PROGRAM.

186. **J. CAHILL. HILLSBOROUGH COUNTY (NH) FOR THE NEW HAMPSHIRE ASSOCIATION OF COUNTIES, INC—COORDINATOR FOR COUNTY CORRECTIONAL PROGRAMS—AN EVALUATION.** NEW HAMPSHIRE GOVERNOR'S COMMISSION ON CRIME AND DELINQUENCY. 13 p. 1979. **NCJ-60654**

A PROJECT TO COORDINATE STATEWIDE DEVELOPMENT OF IMPROVED CORRECTIONAL PROGRAMS AND FACILITIES AND TO BRING COUNTY JAILS UP TO NATIONAL STANDARDS HAS RESULTED IN IMPROVED PERSONNEL TRAINING AND RECORDKEEPING. NEW HAMPSHIRE SET UP THE COORDINATOR FOR COUNTY CORRECTIONAL PROGRAMS TO HELP EACH OF THE STATE'S 10 COUNTIES IMPROVE LOCAL CORRECTIONAL FACILITIES AND TO DEVELOP A MULTI-COUNTY FEMALE CORRECTIONAL FACILITY. PROJECTS UNDERTAKEN BY THE OFFICE INCLUDE DEVELOPING AND STRENGTHENING CORRECTIONAL REHABILITATION SERVICES BY USING COMMUNITY-BASED RESOURCES, SERVING AS A CLEARING HOUSE FOR INFORMATION, ARRANGING FOR TECHNICAL ASSISTANCE TO INDIVIDUAL COUNTY CORRECTIONAL FACILITIES, AND HELPING WITH CONSTRUCTION PLANS FOR NEW ONES. A MANUAL OF OPERATING PROCEDURES FOR COUNTY HOUSES OF CORRECTION AND JAILS HAS BEEN DEVELOPED AND A UNIFORM RECORDKEEPING AND REPORTING SYSTEM HAS BEEN INSTALLED. THE TRAINING PROGRAM INCLUDES AN 84-HOUR BASIC PRESERVICE COURSE GIVEN TO 145 CORRECTIONAL OFFICERS AND 40-HOUR INSERVICE COURSES GIVEN TO 216 OFFICERS OVER THE PERIOD 1976-1978. DRUG AND ALCOHOL ABUSE PROGRAMS FOR INMATES ARE NOW OPERATING IN FOUR COUNTIES. IN ADDITION, THREE MAJOR CONSTRUCTION AND RENOVATION PROJECTS ARE IN PROCESS WITH THE COORDINATOR PROVIDING TECHNICAL ASSISTANCE. THE FEASIBILITY OF A CENTRAL FACILITY FOR INCARCERATION OF FEMALES IS UNDER STUDY. IMPROVED COOPERATIVE USE OF EXISTING FEMALE FACILITIES MAY PROVE TO BE THE BEST COURSE OF ACTION. IT IS CONCLUDED THE COORDINATOR HAS BEEN EFFECTIVE AND SHOULD BE REFUNDED. BUDGETS AND STATISTICS SUPPORT THE EVALUATION.

Sponsoring Agency: NEW HAMPSHIRE GOVERNOR'S COMMISSION ON CRIME AND DELINQUENCY.

187. **J. CAHILL. NEW HAMPSHIRE ASSOCIATION OF COUNTIES—PRE-SERVICE, IN-SERVICE, MANAGEMENT AND REHABILITATIVE TRAINING FOR COUNTY HOUSES OF CORRECTION/JAIL PERSONNEL—AN EVALUATION.** NEW HAMPSHIRE GOVERNOR'S COMMISSION ON CRIME AND DELINQUENCY. 11 p. 1978. **NCJ-52654**
A PROGRAM OF BASIC AND CONTINUING EDUCATION FOR LOCAL-LEVEL CORRECTIONS PERSONNEL IN NEW HAMPSHIRE IS EVALUATED IN ITS EARLY STAGES. THE PROGRAM IS TO HAVE THE FOLLOWING COMPONENT: 80 HOURS OF PRESERVICE (BASIC) TRAINING AND 20 HOURS OF INSERVICE TRAINING FOR LINE OFFICERS; 20 HOURS OF MANAGEMENT TRAINING FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL. AT THE TIME OF THE EVALUATION, THE PRESERVICE AND INSERVICE COURSES FOR LINE PERSONNEL HAD BEEN IMPLEMENTED, AND THE MANAGEMENT AND TREATMENT PROGRAMS WERE BEING PLANNED. THE BASIC PROGRAM PROVIDES NEW OFFICERS WITH CUSTODIAL AND REHABILITATIVE TRAINING. THE COURSE IS CONDUCTED OVER A 12-WEEK PERIOD IN WEEKLY 1-DAY SESSIONS, WITH OFFICERS TRAVELING TO A CENTRAL TRAINING SITE. INSERVICE COURSES, COVERING SUCH TOPICS AS INTERPERSONAL COMMUNICATION, DISORDER CONTROL, ABNORMAL BEHAVIOR, AND CORRECTIONAL LAW, ARE CONDUCTED IN 3-DAY SESSIONS BY A MOBILE TRAINING TEAM. THE MOBILE UNIT WILL ALSO CONDUCT MANAGEMENT TRAINING COURSES, WHILE REHABILITATON/TREATMENT TRAINING WILL DRAW ON COMMUNITY RESOURCES. THE EVALUATION IS BASED ON OBSERVATIONS OF TRAINING SESSIONS, TRAINEES' EVALUATIONS, AND REVIEWS OF PROJECT DOCUMENTS. THE PROJECT'S MAJOR PROBLEMS HAVE STEMMED FROM THE HIGH RATE OF TURNOVER AMONG LOCAL CORRECTIONAL OFFICERS, AND FROM STAFFING PROBLEMS THAT MAKE IT DIFFICULT FOR SOME DEPARTMENTS TO FREE STAFF TIME FOR TRAINING ACTIVITIES. ATTENDANCE AT THE BASIC SESSIONS HAS BEEN GOOD, PARTICULARLY IN VIEW OF THE DISTANCES SOME OF THE TRAINEES MUST TRAVEL TO PARTICIPATE. STUDENT RESPONSE TO THE PROGRAMS HAS BEEN GENERALLY FAVORABLE, AND PROJECT MANAGEMENT HAS BEEN SATISFACTORY. IT IS RECOMMENDED THAT THE PROGRAM, WHICH IS BEING DEVELOPED AND ADMINISTERED BY THE ASSOCIATION OF COUNTIES WITH LEAA FUNDING, BE CONTINUED.
Sponsoring Agency: NEW HAMPSHIRE GOVERNOR'S COMMISSION ON CRIME AND DELINQUENCY.
Availability: NCJRS MICROFICHE PROGRAM.

188. **W. H. CAPE. IN-SERVICE TRAINING PROGRAM FOR CORRECTIONAL AND PAROLE PERSONNEL—FINAL REPORT.** UNIVERSITY OF KANSAS. 126 p. 1968. **NCJ-00694**
GOVERNMENT RESEARCH CENTER AT THE UNIVERSITY OF KANSAS CONDUCTS MORE THAN 20 SEMINARS, SCHOOLS, AND SHORT COURSES ON AND OFF CAMPUS. EVALUATION INDICATES THAT THE DEVELOPMENTAL STAGE OF THE CORRECTIONAL TRAINING PROJECT WAS SUCCESSFUL IN STIMULATING INTEREST IN TRAINING AMONG PERSONNEL--AS INDICATED BY THE ATTENDANCE AT PILOT PROJECTS AND THE INTEREST EXPRESSED BY EMPLOYEES AND OFFICIALS IN ADDITIONAL COURSES, SUCH AS THE ONE IN THE BASIC PRINCIPLES OF CORRECTIONAL SUPERVISION. THE PROJECT RESULTED IN THE PREPARATION OF SOME MATERIALS, SUCH AS THE SUPERVISORY MANUAL BORROWED AND ADAPTED FROM THE KANSAS CITY, MISSOURI TRAINING OFFICER AND THE CASE MATERIALS IN CORRECTIONAL SUPERVISION DEVELOPED BY THE PROJECT DIRECTOR.
Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

189. **W. CLIFFORD. TRAINING FOR CRIME CONTROL IN THE CONTEXT OF NATIONAL DEVELOPMENT.** UNITED NATIONS SALES SECTION. *INTERNATIONAL REVIEW OF CRIMINAL POLICY,* N 24 (1966), P 9-22. **NCJ-06386**
CONSIDERATION OF TRAINING PROGRAMS FOR PERSONNEL CONCERNED WITH THE PREVENTION OF CRIME AND THE TREATMENT OF OFFENDERS IN THE LIGHT OF MODERN NATIONAL PLANNING. AS WELL AS DISCUSSING METHODS OF PLANNING FOR TRAINING IN DEVELOPED AND DEVELOPING COUNTRIES, THE AUTHOR PROPOSES MEANS FOR EVALUATING TRAINING PROGRAMS FOR POLICE, PRISON OFFICERS, PROBATION PERSONNEL, AND SOCIAL WORKERS. THE MATERIAL FOR DISCUSSION IS PRESENTED IN UNIVERSAL TERMS, RATHER THAN AT A LOCAL OR REGIONAL LEVEL.

190. **DISTRICT OF COLUMBIA DEPARTMENT OF CORRECTIONS, 614 H STREET, NW, WASHINGTON DC 20001. DISTRICT OF COLUMBIA—DEPARTMENT OF CORRECTIONS REGIONAL TRAINING ACADEMY.** 240 p. 1972. **NCJ-32502**
FINAL REPORT ON A PROJECT DESIGNED TO PROVIDE A REGIONAL TRAINING CENTER OFFERING SPECIALIZED, INSERVICE TRAINING FOR MANAGERS, FIRST LINE SUPERVISORS, AND OTHER CORRECTIONAL EMPLOYEES. THE SEMINAR TRAINING SESSIONS OFFERED BY THIS ACADEMY WERE INTENDED FOR PERSONNEL IN THE DISTRICT OF COLUMBIA AND THE SURROUNDING STATES OF MARYLAND AND VIRGINIA. ALL TRAINING WAS CENTRALLY ADMINISTERED AT THE DISTRICT OF COLUMBIA DEPARTMENT OF CORRECTIONS TRAINING ACADEMY AT LORTON, VIRGINIA. INCLUDED IN THIS REPORT ARE A COPY OF THE GRANT PROPOSAL, A SUMMARY OF GRANT ACTIVITIES, AND A REPORT ON EVALUATION RESEARCH FINDINGS. (EVALUATORS CONCLUDED THAT THE PROGRAM WAS SUCCESSFUL IN MEETING ITS GOALS SINCE PRE AND POST TEST RATINGS OF PARTICIPANT JOB PERFORMANCE INDICATED IMPROVED LEADERSHIP, GREATER PRODUCTIVITY OF SUBORDINATES, AND TRAINEE AND SUPERVISOR SATISFACTION WITH THE TRAINING.) ALSO CONTAINED IN THIS REPORT ARE PROGRAM DESCRIPTIONS, CURRICULA, AND SAMPLE HAND-OUT COURSE MATERIALS FOR THE 22 DIFFERENT TYPES OF TRAINING SEMINARS CONDUCTED BY THE ACADEMY BETWEEN JANUARY 1971 AND APRIL 1972. DATA ON PARTICIPATION BY SEMINAR AND BY AGENCY APPEARS IN THE APPENDIX, ALONG WITH LISTS OF INSTRUCTORS AND PROJECT STAFF.
Sponsoring Agency: US DEPARTMENT OF JUSTICE LEAA NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE, 633 INDIANA AVENUE NW, WASHINGTON, DC 20531.
Availability: NCJRS MICROFICHE PROGRAM.

191. **R. C. DU MARS. COUNSELOR TRAINING FOR CORRECTIONAL OFFICERS—AN EXPERIMENT IN LAY COUNSELOR TRAINING.** 47 p. 1969. **NCJ-07299**
ATTEMPT TO DETERMINE THE EFFECTIVENESS OF THE TRUAX 100 HOUR LAY COUNSELOR TRAINING PROGRAM IN INCREASING THE COUNSELING SKILL OF CORRECTIONAL OFFICERS. ONLY NINE SUBJECTS WERE USED IN THE EXPERIMENT. DATA ANALYSIS FAILED TO SUPPORT THE EFFECTIVENESS OF THE TRAINING PROGRAM IN INCREASING THE COUNSELING SKILL OF THE SUBJECTS. IN FACT, THE ANALYSIS DEMONSTRATED AN INVERSE RELATIONSHIP BETWEEN TIME IN THE TRAINING PROGRAM AND COUNSELING SKILL RELATIVE TO TWO OF THE FOUR VARIABLES UNDER INVESTIGATION, I.E., GENUINENESS AND DEPTH OF CLIENT SELF-EXPLORATION. TEST MATERIALS ARE INCLUDED IN THE APPENDIX. BIBLIOGRAPHY. (AUTHOR ABSTRACT)
Supplemental Notes: UNPUBLISHED DISSERTATION.
Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106.

192. **A. E. GRZEGOREK and N. KAGAN. STUDY OF THE MEANING OF SELF-AWARENESS IN CORRECTIONAL COUNSELOR TRAINING.** SAGE PUBLICATIONS, INC, 275 SOUTH BEVERLY DRIVE, BEVERLY HILLS CA 90212. *CRIMINAL JUSTICE AND BEHAVIOR,* V 1, N 2 (JUNE 1974), P99-122. **NCJ-15665**
AN EVALUATION OF THE COMPARATIVE EFFECTIVENESS OF TWO DIFFERENT KINDS OF COUNSELOR TRAINING FOR

CORRECTIONS STAFF WHICH SHOWED EMPHASIS ON THE COUNSELOR'S FEELINGS IN INTERACTION WITH THE CLIENT TO BE THE MOST HELPFUL. THE EMPHASIS IN TRAINING ONE GROUP WAS ON CLIENT DYNAMICS AND COUNSELING TECHNIQUES. THE PRINCIPAL FOCUS IN A SECOND GROUP WAS ON TRAINEE SELF-AWARENESS AND AN UNDERSTANDING OF SELF-DYNAMICS IN INTERPERSONAL INTERACTIONS. THE RELATIVE EFFECTIVENESS OF THESE TRAINING APPROACHES WAS MEASURED BY PRE-TRAINING AND POST-TRAINING TESTING OF THE TRAINEES. THE TESTS MEASURED EMPATHIC PERCEPTUAL SKILL AND FACETS OF COUNSELOR BEHAVIOR IN AN ACTUAL INTERVIEW. ALTHOUGH THE TWO MODELS OF TRAINING DID NOT APPEAR TO DIFFER WHEN THE ABILITY TO PERCEIVE CLIENT FEELINGS AND REACTIONS WAS MEASURED, COUNSELOR PERFORMANCE WAS SIGNIFICANTLY MORE EFFECTIVE IN THE GROUP EMPHASIZING COUNSELOR SELF-AWARENESS.

193. **S. HANFORD and S. MOONE-JOCHUMS. EVALUATION MODEL FOR TRAINING PROGRAMS (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407).** SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 8 p. 1978. **NCJ-57413**
TO PROVIDE MORE USEFUL EVALUATION OF TRAINING PROGRAMS, A FOUR-LEVEL EVALUATION SYSTEM IS PROPOSED IN THIS ARTICLE. RECOMMENDATIONS ARE MADE ON HOW TO ADAPT THIS IDEAL SYSTEM TO PRACTICAL SITUATIONS. THE FIRST LEVEL OF THIS SYSTEM ASSESSES THE TRAINEES' ATTITUDES ABOUT THE TRAINING IN TERMS OF THE NECESSITY, COHERENCY, RELEVANCY, EFFECTIVENESS, AND APPROPRIATENESS OF THE TRAINING, TECHNIQUES, AND SETTING. TWO FORMS USED BY THE ILLINOIS CORRECTIONS TRAINING ACADEMY TO COMPILE THIS INFORMATION ARE INCLUDED. THE SECOND LEVEL MEASURES THE AMOUNT OF INFORMATION AND/OR SKILLS LEARNED BY THE TRAINEE IN TERMS OF THE BEHAVIORAL OBJECTIVES ESTABLISHED AT THE BEGINNING OF TRAINING. A PRETEST AND TWO POSTTESTS SHOULD BE USED AT THIS LEVEL. THE SECOND POSTTEST WOULD MEASURE LONG-TERM RETENTION OF INFORMATION. MEASUREMENT OF WHETHER INFORMATION ACQUIRED BY TRAINING IS BEING USED IN THE JOB WOULD BE CONDUCTED ON THE THIRD LEVEL. TWO TYPES OF TESTS ARE RECOMMENDED ON THIS LEVEL. FINALLY, EVALUATION SHOULD BE MADE OF THE IMPACT (IF ANY) THE TRAINING HAS HAD ON THE SYSTEM. IT IS RECOGNIZED THAT TIME AND PERSONNEL CONSIDERATIONS MAY MAKE IT DIFFICULT TO USE ALL FOUR LEVELS OF EVALUATION. HOWEVER, MANY OF THESE LEVELS CAN BE COMBINED INTO SPECIFIC EVALUATION INSTRUMENTS. EVALUATION OF THE IMPACT OF TRAINING CAN HELP SHAPE FUTURE TRAINING PROGRAMS AND PROVIDE MANAGEMENT AND TRAINERS WITH A CLEARER PERSPECTIVE ON HOW TRAINING FITS INTO THE TOTAL ORGANIZATION. NO REFERENCES ARE PROVIDED.

194. **P. R. HARRIS and D. L. HARRIS. INCREASING ORGANIZATIONAL EFFECTIVENESS OF MILITARY HUMAN RESOURCES—ACTION RESEARCH IN CORRECTIONAL TRAINING.** MANAGEMENT AND ORGANIZATION DEVELOPMENT INC, BOX 2321, LA JOLLA CA 92037. 54 p. **NCJ-17185**
EVALUATES RESEARCH TO DEVELOP THE HUMAN RESOURCES OF MILITARY PERSONNEL WHO STAFF CORRECTIONAL FACILITIES. THIS INVESTIGATION USED THE DESIGN AND EVALUATION OF THREE OPERATIONAL MODELS FOR TRAINING AS A MECHANISM FOR INCREASING THE EFFECTIVENESS OF A MILITARY ORGANIZATION. WITH CORRECTIONAL AND HUMAN RESOURCE PERSONNEL AS THE FOCAL POINT FOR STUDY, THE EXPERIMENT SUCCESSFULLY DEMONSTRATED THAT BEHAVIORAL SCIENCE RESEARCH COULD BE ADAPTED FOR THE PURPOSE OF PROFESSIONAL DEVELOPMENT. ALTHOUGH THE WORK WAS UNDERTAKEN IN A MILITARY SETTING, THE FINDINGS ARE TRANSFERABLE TO THE CIVILIAN SECTOR PARTICULARLY TO LOCAL, STATE, AND FEDERAL 'CORRECTIONAL' EFFORTS. FROM THE FIELD OF ORGANIZATION DEVELOPMENT, A TEAM BUILDING MODEL WAS TESTED TO DETERMINE ITS FEASIBILITY FOR IMPROVING MORALE AND ORGANIZATIONAL EFFECTIVENESS OF THE CORRECTIONAL STAFF. FINALLY, THE APPLICABILITY OF BEHAVIOR MANAGEMENT TO MODIFY CONFINEE BEHAVIOR IN A CORRECTIONAL FACILITY WAS DEMONSTRATED. THE STAFF WERE TRAINED TO USE CONTINGENCY MANAGEMENT TECHNOLOGY AS A MEANS OF IMPROVING THE PENAL ENVIRONMENT AND TO REDUCE TENSION BETWEEN THE GUARD STAFF AND PRISONERS. IT DEMONSTRATED THAT THE UPGRADING OF STAFF SKILLS AND KNOWLEDGE OF HUMAN BEHAVIOR COULD CONTRIBUTE TO MORE JOB SATISFACTION, BETTER WORK RELATIONS, AND IMPROVED ORGANIZATIONAL EFFECTIVENESS. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF THE NAVY OFFICE OF NAVAL RESEARCH, WASHINGTON DC 20032.

195. **P. R. HARRIS. PROFESSIONAL DEVELOPMENT INSTITUTES FOR MILITARY CORRECTIONAL PERSONNEL—AN ACTION RESEARCH REPORT NO. 2 ON PLANNED CHANGE IN THE MILITARY JUSTICE SYSTEM.** MANAGEMENT AND ORGANIZATION DEVELOPMENT INC, BOX 2321, LA JOLLA CA 92037. 195 p. 1972. **NCJ-28948**
REPORT ON TRAINING COURSES ON THE THEMES OF UNDERSTANDING HUMAN BEHAVIOR AND DEVELOPING HUMAN RELATIONS SKILLS WITH CONFINEES, FOR MILITARY CORRECTIONAL PERSONNEL. PRE- AND POST- TESTS WERE GIVEN TO TRAINEES AND A CONTROL GROUP. THE DIFFERENCES WERE NOT SIGNIFICANT, ALTHOUGH THE TRAINEES REPORTED A MORE POSITIVE ATTITUDE TOWARDS THEIR JOB. THE EVALUATIONS OF THE PARTICIPANTS INDICATED THAT THEY THOUGHT THE COURSES WERE VERY GOOD. RECOMMENDATIONS ARE MADE CONCERNING THE IMPLEMENTATION OF THESE PROGRAMS AT OTHER MILITARY CORRECTIONAL FACILITIES.

Sponsoring Agency: US DEPARTMENT OF THE NAVY OFFICE OF NAVAL RESEARCH, WASHINGTON DC 20032.

Availability: NTIS Accession No. AD 749 069; NCJRS MICROFICHE PROGRAM.

196. **R. E. HOSFORD, G. O. GEORGE, C. S. MOSS, and V. E. URBAN. EFFECTS OF BEHAVIORAL COUNSELING TRAINING ON CORRECTIONAL STAFF.** AMERICAN PSYCHOLOGICAL ASSOCIATION DIVISION 2 UNIVERSITY OF MISSOURI, COLUMBIA MO 65201. *TEACHING OF PSYCHOLOGY,* V 2, N 3 (OCTOBER 1975), P 124-127. **NCJ-46297**
A STUDY WAS UNDERTAKEN TO EVALUATE THE EFFECTS OF LIVE AND VIDEOTAPED INSERVICE TRAINING IN BEHAVIORAL COUNSELING DESIGNED TO AID CORRECTIONAL STAFF IN WORKING WITH INCARCERATED ADULT OFFENDERS. THE INSERVICE TRAINING PROGRAMS WERE EVALUATED BY THE FEDERAL CORRECTIONAL INSTITUTION AT LOMPOC, CALIFORNIA AND EMPHASIZED THE REHABILITATIVE FUNCTIONS OF CORRECTIONAL STAFF. OBJECTIVES OF THE PROGRAM INCLUDED INCREASED USE OF VERBAL AND NONVERBAL REINFORCEMENTS BY STAFF DURING INMATE INTERVIEWS, INCREASED SPECIFIC KNOWLEDGE AND SKILLS PERTINENT TO COUNSELING, CORRECT USE OF THE SPECIFIC PROCESS STEPS INVOLVED IN BEHAVIORAL COUNSELING, AND REDUCTION OF OVERT ANXIETY BEHAVIORS EMITTED BY STAFF DURING COUNSELING INTERVIEWS. THE 1-DAY SESSIONS UTILIZED A BEHAVIORAL COUNSELING TRAINING PACKAGE CONSISTING OF LECTURE AND DISCUSSION MATERIALS PLUS SMALL GROUP ROLE-PLAYING. TO EVALUATE THE EFFICACY OF VARIOUS METHODS OF TRAINING, 17 VOLUNTEERS FROM A FEDERAL PRISON CORRECTIONAL STAFF WERE RANDOMLY ASSIGNED TO EITHER VIDEOTAPED OR LIVE SESSIONS. THE VIDEOTAPE GROUP WERE TRAINED 3

MONTHS LATER AND INITIALLY SERVED AS NO-TREATMENT CONTROLS. FOLLOWING EITHER LIVE OR VIDEOTAPED PRESENTATION GROUP MEMBERS WERE ASSIGNED TO TRIADS IN WHICH EACH MEMBER REHEARSED CLIENT, COUNSELOR, AND OBSERVER ROLES. THE OBSERVER ROLE INVOLVED RATING PARTICIPANT COMPETENCY OF SPECIFIC COUNSELING SKILLS. TO ASSESS KNOWLEDGE AND SKILL ACQUISITION, TRAINEES' BEHAVIORS DURING A COUNSELING SESSION WITH AN INMATE COACHED TO ASK SPECIFIC QUESTIONS AND TO SIMULATE SUCH BEHAVIORS AS HOSTILITY OR SHYNESS WERE VIDEOTAPED AND EVALUATED INDEPENDENTLY BY TWO TRAINED RATERS. INTERRATER RELIABILITY WAS EXTREMELY HIGH. MULTIVARIATE ANALYSIS INDICATED THAT, COMPARED TO THE NO-TREATMENT CONTROLS, LIVE PRESENTATION TRAINEES SHOWED SIGNIFICANTLY MORE KNOWLEDGE ON AN OBJECTIVE TEST OF THEORY AND PRACTICE, CORRECTLY EMPLOYED MORE OF THE COUNSELING PROCESS STEPS, USED MORE REINFORCEMENTS, AND DEMONSTRATED BETTER OVERALL COUNSELING SKILLS. NO SIGNIFICANT DIFFERENCE BETWEEN GROUPS WAS FOUND IN THE FREQUENCY OF OVERT ANXIETY BEHAVIORS. ALTHOUGH COMPLETE STATISTICAL ANALYSIS COULD NOT BE MADE FOR THE LIVE VERSUS VIDEOTAPE COMPARISON, A COMPARISON OF GROUP MEANS DEMONSTRATED THAT BOTH METHODS WERE EQUALLY EFFECTIVE FOR FOUR OF THE FIVE VARIABLES. THE LIVE GROUP OUTPERFORMED THE VIDEOTAPE GROUP ONLY FOR THE NUMBER OF CORRECTLY USED COUNSELING PROCESS STEPS. REFERENCES AND NOTES ARE INCLUDED.

197. J. D. JACKA. ARIZONA—REPORT OF THE DETENTION OFFICERS TRAINING PROGRAM—A SERIES OF PILOT COURSES, APRIL 9, 1973 JUNE 8, 1973. ARIZONA STATE JUSTICE PLANNING AGENCY, CONTINENTAL PLAZA BLDG, SUITE M, 5119 NORTH 19TH AVENUE, PHOENIX AZ 85015. 37 p. 1973. **NCJ-17450**

DESCRIPTION AND EVALUATION OF THIS PROGRAM DESIGNED TO OFFER SPECIALIZED TRAINING TO NONSWORN CIVILIAN CORRECTIONAL PERSONNEL. THIS PROGRAM CONSISTS OF A SERIES OF EIGHT FORTY-HOUR COURSES—FOUR FIVE-DAY BASIC COURSES, EACH FOLLOWED BY A FIVE-DAY ADMINISTRATIVE AND SUPERVISORY COURSE. A TOTAL OF 118 PERSONS REPRESENTING 25 AGENCIES ATTENDED THE COURSE. STUDENT CRITIQUE FORMS COLLECTED ON THE FINAL DAY OF THE COURSE RATED THE COURSE WORTHWHILE AND SUGGESTED THAT THE TIME ALLOTED FOR SUCH TRAINING BE EXPANDED. IT WAS ALSO PROPOSED THAT THE TRAINING BE DIRECTED MORE TOWARD CITY AND COUNTY JAILS (AS OPPOSED TO PRISONS) AND THAT MORE AND BETTER TRAINING AIDS BE DEVELOPED. A JAIL TRAINING COMMITTEE MEETING CALLED FOR THE PURPOSE OF EVALUATING THE COURSE MADE FOUR RECOMMENDATIONS CONCERNING THE DEVELOPMENT OF FUTURE COURSES. IT WAS RECOMMENDED THAT A PERMANENT ON-GOING PROGRAM BE DEVELOPED, THAT THE PROGRAM BE EXPANDED TO A MINIMUM OF 80 HOURS, THAT TRAINING BE PROVIDED FOR ALL PERSONNEL WORKING IN CITY AND COUNTY JAILS, AND THAT RECONSIDERATION BE GIVEN TO THE NEED OF SPECIAL DETENTION OFFICERS SUPERVISORY AND ADMINISTRATIVE COURSES. APPENDED TO THE REPORT ARE THE MINUTES OF THE JAIL TRAINING COMMITTEE MEETINGS, THE COURSE OUTLINE, A LIST OF INSTRUCTORS AND COORDINATORS, ATTENDANCE STATISTICS, AND A COPY OF THE STUDENT CRITIQUE FORM.

Availability: NCJRS MICROFICHE PROGRAM.

198. C. JANOKA and A. SCHECKENBACH. EMPATHY TRAINING WITH INMATES AND STAFF UTILIZING THE CARKHUFF MODEL. MARTIN PSYCHIATRIC RESEARCH FOUNDATION, INC, MID-CONTINENT HOSPITAL, 122 NORTH COOPER, OLATHE KS 66061. *CORRECTIVE AND SOCIAL PSYCHIATRY AND JOURNAL OF BEHAVIOR TECHNOLOGY METHODS AND THERARY,* V 24, N 1 (1978), P 6-12. **NCJ-45580**

A 40-HOUR INTERPERSONAL SKILLS TRAINING PROGRAM FOR STAFF AND INMATES IN A TEXAS INSTITUTION RESULTED IN INCREASED EMPATHY SCORES, ESPECIALLY AMONG INMATES. PRECOURSE AND POSTCOURSE MEASUREMENTS WERE USED TO EVALUATE THE EFFECTIVENESS OF EMPATHY TRAINING FOR CASE WORKERS, CORRECTIONAL GUARDS, AND INMATES IN A MEDIUM SECURITY PRISON. EXPERIMENTAL AND CONTROL GROUPS CONSISTED OF 21 PERSONS EACH, SELECTED FROM THE FEDERAL CORRECTIONAL INSTITUTION LA TUNA, TEXAS. THE COURSE AND PSYCHOLOGICAL TESTS USED FOR MEASUREMENT ARE DESCRIBED IN DETAIL. POSTTEST SCORES WERE 45 PERCENT HIGHER THAN PRETEST SCORES. ANALYSIS BY GROUPS SHOWED THAT THE TRAINING HAD THE GREATEST EFFECT ON INMATES, THE SMALLEST EFFECT ON GUARDS. COMPARISON WITH THE CONTROL GROUPS SHOWED THAT CASE WORKERS IN BOTH GROUPS HAD HIGH INITIAL EMPATHY SCORES WHICH PROBABLY ACCOUNTS FOR THE SMALL POSTCOURSE GAIN. COMPARISON WITH THE CONTROL GROUP OF INMATES SHOWED SIGNIFICANT INCREASE IN EMPATHY AMONG INMATES WHO HAD TAKEN THE COURSE. GUARDS SHOWED THE SMALLEST RESPONSE. TRAINING IS RECOMMENDED AS THE PREFERRED WAY OF IMPROVING THE PRISON ENVIRONMENT. IT IS SUGGESTED THAT DRAMATIC GAINS CAN BE MADE IN EMPATHY SKILLS BY SUCH PROGRAMS.

199. JOHN HOWARD ASSOCIATION, 67 EAST MADISON STREET, SUITE 216, CHICAGO IL 60603. WISCONSIN—DIVISION OF CORRECTIONS—EVALUATION OF STAFF TRAINING PROGRAMS. 200 p. 1975. **NCJ-36340**

THE INSTITUTIONAL STAFF TRAINING PROGRAMS EVALUATED WERE IN THE FOLLOWING AREAS: STUDIES IN INDIVIDUAL DEVELOPMENT; CULTURAL AWARENESS; CROWD ANALYSIS AND MANAGEMENT; AND LEGAL DEVELOPMENTS. OTHER AREAS COVERED INCLUDED INTER-DEPARTMENTAL AND INTERPERSONAL COMMUNICATION, PROBLEM IDENTIFICATION AND DEVELOPMENT OF SOLUTION STRATEGIES, TRAINING AND COUNSELING, AND WORKING IN FORMAL AND INFORMAL GROUPS. THE EVALUATION OF THESE PROGRAMS, REVOLVED AROUND THREE MAJOR ACTIVITIES—ADMINISTRATION OF EMPLOYEE ATTITUDE SURVEYS PRIOR TO, DURING, AND SIX MONTHS AFTER COMPLETION OF THE TRAINING PROGRAM COURSES; MONITORING OF PROGRAM COURSES; AND REPLICATION OF THE ANALYSIS OF CORRECTIONAL TRAINING NEEDS AND DETERMINATION OF TRAINING GOALS WHICH LED TO THE DEVELOPMENT OF THE TRAINING PROGRAM. THIS REPORT DESCRIBES THESE EVALUATION ACTIVITIES, DISCUSSES EVALUATION RESULTS, AND MAKES RECOMMENDATIONS REGARDING FUTURE PROGRAM PLANS AND OBJECTIVES. EACH PROGRAM IS EVALUATED INDIVIDUALLY. IN GENERAL, IT WAS CONCLUDED THAT THE STAFF NEEDS AND WANTS MORE AND BETTER TRAINING. TWENTY-THREE SPECIFIC RECOMMENDATIONS, TOGETHER WITH COMMENTARIES, ARE PRESENTED INCLUDING THE NEED FOR A COMPREHENSIVE PROGRAM FOR MANAGEMENT STAFF, REQUIRING ALL STAFF TO ATTEND FORMALIZED TRAINING AS PART OF THEIR EMPLOYMENT, AND THE NEED TO DEVELOP A COMPREHENSIVE ORIENTATION PROGRAM FOR NEW EMPLOYEES. AN EXTENSIVE APPENDIX CONTAINS COURSE DESCRIPTIONS AND DATA ON THE NUMBER OF PARTICIPANTS COMPLETING TRAINING, THE TRAINING PROGRAM FUNDING PROPOSAL, A COPY OF THE EMPLOYEE ATTITUDE SURVEY, DATA ON THE QUESTION-

NAIRE RESPONSES, AND A COPY OF THE ORIGINAL NEEDS ASSESSMENT REPORT.

Sponsoring Agency: WISCONSIN COUNCIL ON CRIMINAL JUSTICE, 122 WEST WASHINGTON, MADISON WI 53702.

Availability: NCJRS MICROFICHE PROGRAM.

200. S. E. KATRIN. EFFECTS ON WOMEN INMATES OF FACILITATION ON TRAINING PROVIDED CORRECTIONAL OFFICERS. SAGE PUBLICATIONS, INC, 275 SOUTH BEVERLY DRIVE, BEVERLY HILLS CA 90212. *CRIMINAL JUSTICE AND BEHAVIOR,* V 1, N 1 (MARCH 1974), P 5-12. **NCJ-13752**
EFFECTIVENESS OF A FORTY-HOUR, THIRTEEN-WEEK HUMAN RELATIONS TRAINING PROGRAM FOR CORRECTIONAL OFFICERS IS MEASURED IN TERMS OF INMATE CHANGE. SELECTED BEHAVIOR, FEELINGS, AND PERCEPTIONS OF A RANDOMLY SELECTED SAMPLE OF 105 FEMALE INMATES AT THE GEORGIA REHABILITATION CENTER FOR WOMEN WERE INVESTIGATED. THE CORRECTIONAL STAFF TRAINING PROGRAM INVOLVED EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES AND ROLE-PLAYING. RESULTS REVEALED THAT THE INMATE ANXIETY LEVEL WAS SIGNIFICANTLY DECREASED, THEIR INTEREST IN SOCIAL RELATIONSHIPS INCREASED, AND THE CORRECTIONAL OFFICERS' ABILITY TO COMMUNICATE AND DISCRIMINATE AT A HIGHER FACILITATIVE LEVEL WAS SIGNIFICANTLY INCREASED. (AUTHOR ABSTRACT MODIFIED)

201. P. KATSAMPES. CHANGING CORRECTION OFFICERS—A DEMONSTRATION STUDY. ACADEMIC PRESS LTD, 24-28 OVAL ROAD, LONDON NW1, ENGLAND; ACADEMIC PRESS, INC, 111 FIFTH AVENUE, NEW YORK NY 10003. *INTERNATIONAL JOURNAL OF CRIMINOLOGY AND PENOLOGY,* V 3, N 2 (MAY 1975), P 123-144. **NCJ-26994**
AN EXAMINATION OF THE EFFECTIVENESS OF TRAINING PROGRAM PARTICIPATION IN CHANGING CORRECTION OFFICERS' ATTITUDES AND ROLE CONCEPTS. THREE HUNDRED AND FIFTY CORRECTIONS OFFICERS PARTICIPATING IN A TRAINING PROGRAM WERE ASKED TO INDICATE HOW THEY WOULD RESPOND TO A SERIES OF HYPOTHETICAL SITUATIONS. AFTER SEVERAL DISCUSSION SESSIONS, THEY WERE AGAIN ASKED TO INDICATE THEIR RESPONSE. IN THE ORIGINAL TEST, A MAJORITY OF OFFICERS CHOSE 'NON-CONSTRUCTIVE' RESPONSES IN FOUR OF NINE SITUATIONS. IN THE RETEST, A MAJORITY CHOSE NONCONSTRUCTIVE RESPONSES IN ONLY ONE SITUATION ON EVALUATION FORMS. THE OFFICERS CLASSIFIED GROUP DISCUSSION AS THE MOST INFLUENTIAL CATEGORY OF LEARNING AND LECTURE CLASSES AS THE LEAST.

202. A. KUEHNE and F. RASCHTA. TRAINING AND SELF-TRAINING OF FUTURE CORRECTIONAL PERSONNEL IN PSYCHOLOGICALLY POSITIVE BEHAVIOR TOWARDS INMATES. (FREMD- UND SELBSTTRAINING VON KUENFTIGEN VOLLZUGSBEAMTEN IN PSYCHOLOGISCH-HILFREICHEM VERHALTEN GEGENUEBER GEFAENGNISINSASSEN.) ARBEITSKREIS JUNGER KRIMINOLOGEN, KURT-SCHUMACHER-STR 6, 48 BIELEFELD, WEST GERMANY. *KRIMINOLOGISCHES JOURNAL,* V 6, N 2 (APRIL-JUNE 1974), P 105-116. (In *German*) **NCJ-15145**
RESULTS OF ATTITUDE TRAINING SESSIONS FOR PERSONNEL OF THE HAMBURG, WEST GERMANY CORRECTIONAL BUREAU TO ELICIT MORE ATTENTIVE AND CONSIDERATE BEHAVIOR TOWARD INMATES. IN ONE STUDY, 19 PRISON PERSONNEL CANDIDATES ATTENDED FOUR TWO-HOUR TRAINING SESSIONS WHICH INCLUDED ROLEPLAYING, CONVERSATIONAL SENSITIVITY TRAINING, AND SELFTRAINING USING A SEVEN-STEP SCALE TO EVALUATE THE EFFECTS OF VARIOUS UTTERANCES TO INMATES IN DAILY PRISON SITUATIONS. PSYCHOLOGICAL TESTS ADMINISTERED TO THE GROUP BEFORE AND AFTER TRAINING SHOWED A SIGNIFICANT REDUCTION IN AGGRESSIVE AND AUTHORITATIVE ATTITUDES TOWARD INMATES. DATA IS PROVIDED ON THE DESIGN AND RESULTS OF THE TESTS. IN A SECOND STUDY, 43 ADDITIONAL CANDIDATES ATTENDED ONE TWO-HOUR TRAINING SESSION WHICH INCLUDED ONLY SELFTRAINING USING THE EVALUATIVE SCALE. PSYCHOLOGICAL TESTS ADMINISTERED TO THE GROUP AFTER TRAINING SHOWED A SIGNIFICANTLY GREATER DEGREE OF CONSIDERATE AND ATTENTIVE BEHAVIOR TOWARD INMATES THAN WAS SHOWED BY A CONTROL GROUP. THE IMPLICATIONS OF THESE RESULTS FOR THE CORRECTIONAL AND RESOCIALIZATION PROCESS IS ALSO DISCUSSED.—IN GERMAN

203. J. J. MCKENNA JR. CORRECTIONAL STUDIES TRAINING PROGRAM OF THE PHILADELPHIA PRISON SYSTEM—FINAL EXTERNAL EVALUATION REPORT. 99 p. **NCJ-26194**
AN EVALUATION OF THE DEPARTMENT OF CORRECTIONAL TRAINING WHICH WAS SET UP IN RESPONSE TO THE PHILADELPHIA COUNTY PRISON SYSTEMS' SHIFT TO A TREATMENT-REHABILITATION ORIENTATION. ALL STAFF TRAINING AND DEVELOPMENT WAS CONSOLIDATED AND CENTRALIZED IN THE DEPARTMENT OF CORRECTIONAL TRAINING. ITS STAFF IS RESPONSIBLE FOR THE INTEGRATION, MONITORING AND COORDINATION OF ALL TRAINING ASSOCIATED WITH THE CORRECTIONAL STUDIES TRAINING PROGRAM. EVALUATION ACTIVITIES CONSISTED OF THE FOLLOWING: INTERVIEWS WITH ADMINISTRATIVE OFFICIALS, THE STAFF OF THE DEPARTMENT OF CORRECTIONAL TRAINING AND STAFF OF THE PLANNING AND EVALUATION UNIT; THE MONITORING AND OBSERVING OF THE VARIOUS TRAINING PROGRAMS CONDUCTED BY THE DEPARTMENT; THE PERIODIC TESTING OF THE TRAINEES WHO PARTICIPATED IN THE VARIOUS TRAINING PROGRAMS; THE MONITORING OF A WORKSHOP ON TEAM BUILDING; AND, THE ANALYSIS AND EVALUATION OF WRITTEN MATERIAL RELEVANT TO THE PROJECT. THE EVALUATOR NOTED THE LONG PERIOD OF TIME IT TOOK TO GET THE PROJECT UNDERWAY (SIX MONTHS OF THE EVALUATION PERIOD) AND THE ADDITIONAL THREE MONTHS IT TOOK TO ESTABLISH EFFECTIVE COMMUNICATIONS.

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

204. W. L. MEGATHLIN. EFFECTS OF FACILITATION TRAINING PROVIDED CORRECTIONAL OFFICERS STATIONED AT THE ATLANTA FEDERAL PENITENTIARY. 108 p. 1969. **NCJ-07293**
STUDY OF THE EFFECTIVENESS OF A TRAINING PROGRAM IN IMPROVING ABILITY TO COMMUNICATE EMPATHY, RESPECT AND GENUINENESS. A SECOND PURPOSE OF THE INVESTIGATION WAS TO DETERMINE WHETHER THE PROGRAM CAUSED ANY CHANGE IN THE OFFICERS' ATTITUDES ABOUT WORK, AND IN TEST SCORES RELATING TO INTERPERSONAL RELATIONS AND TO ANXIETY, EXTROVERSION, AND INDEPENDENCE. THE AUTHOR CONCLUDES THAT THE PRESENT STUDY DEMONSTRATES THAT THE OFFICER CAN BE TAUGHT TO COMMUNICATE EFFECTIVELY UNDERSTANDING, CARING, AND A GENUINE RELATIONSHIP AND THAT HIS LEVEL OF TOLERANCE CAN BE INCREASED SIGNIFICANTLY. IN ESSENCE THE OFFICER CAN LEARN TO BE HELPFUL. AT THE BEGINNING OF THE TRAINING THE OFFICERS WERE MOST CAUTIOUS AND RIGID AT ATTEMPTS TO COMMUNICATE IN A HELPING RELATIONSHIP. THESE SAME OFFICERS, AT THE CONCLUSION OF THE TRAINING, DISPLAYED A NOTICEABLE DEGREE OF SELF-CONFIDENCE. IT IS THE INVESTIGATOR'S OPINION THAT THE OFFICERS WERE CONVINCED THAT BECAUSE THEY KNEW HOW TO COMMUNICATE EFFECTIVELY THEY COULD NOW BE HELPFUL. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: UNPUBLISHED DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106.

205. M. J. MILLER, F. J. CZACHOWSKI, E. MCKEITHAN, M. A. SEGNER, and J. M. STEIN. ALLEGHENY COUNTY (PA) JAIL—DIAGNOSTIC AND CLASSIFICATION PROJECT—EVALUATION REPORT. 200 p. **NCJ-15727**

PROJECT TO DEVELOP, STAFF, AND IMPLEMENT A COMPREHENSIVE DIAGNOSTIC AND CLASSIFICATION SYSTEM, GENERAL DATA BASE, INFORMATION STORAGE AND RETRIEVAL SYSTEM, AND COMMUNITY REFERRAL SYSTEM FOR JAIL RESIDENTS. RESIDENTS OTHER THAN THOSE CHARGED WITH MURDER OR SEX OFFENSES MAY VOLUNTEER TO PARTICIPATE IN THE PROJECT. THE INSTRUMENTS USED INCLUDE EXTENSIVE DEMOGRAPHIC AND SOCIAL HISTORY FORMS, JAIL EDUCATIONAL PROGRAM APPLICATION, TAPED INTERVIEWS TO STUDY THE PARTICIPANTS PERCEPTION OF SOCIAL REALITY, AND THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY. THESE RESULTS ARE THEN EXAMINED AND RATED BY A CLINICAL PSYCHOLOGIST. DATA IS RECORDED FOR COMPUTER STORAGE AND SENT TO SENTENCING COURTS, CORRECTIONAL INSTITUTIONS, AND COMMUNITY AGENCIES ON REQUEST. EVALUATION CONSISTED OF INTERVIEWS AND ATTITUDE SCALES ADMINISTERED TO SAMPLES OF CORRECTIONS STAFF, RESIDENTS PROCESSED THROUGH THE SYSTEM, AND RESIDENTS NOT PROCESSED. RESULTS INDICATED FAVORABLE ATTITUDES BY ALL GROUPS. RECOMMENDED ARE INCREASED COMMUNITY REFERRALS AND GREATER EMPHASIS ON MEETING THE NEEDS OF RESIDENTS WITHIN THE PRISON.

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

206. S. M. MITCHELL. PROCESS STUDY OF SYSTEMATIC INTERPERSONAL COMMUNICATION SKILLS TRAINING. 192 p. 1974. **NCJ-49255**

THIS STUDY OF SELECTED CORRECTIONS PERSONNEL ATTEMPTS TO DETERMINE THE SUBJECTS DIFFERENTIAL LEVEL OF FUNCTIONING ON EACH OF SIX CONDITIONS AT THREE DIFFERENT TIME INTERVALS IN THE TRAINING PROCESS. THE TRAINEES WERE TESTED TO DETERMINE THE DIFFERENTIAL LEVEL OF FUNCTIONING ON CONDITIONS OF EMPATHY, RESPECT, CONCRETENESS, GENUINENESS, IMMEDIACY, AND CONFRONTATION AFTER 18, 36, AND 54 HOURS OF TRAINING. DATA WERE GATHERED ON THE TRAINEES AFTER EACH OF THE THREE TRAINING PERIODS IN AN EFFORT TO SUSTAIN THE FOLLOWING HYPOTHESIS: A COMPARISON OF THE SCORES FROM THE DIFFERENT TRAINING PERIODS WILL EVIDENCE NO SIGNIFICANT DIFFERENCE IN THE SUBJECTS' MEASURED LEVEL OF FUNCTIONING ON THE SIX CONDITIONS OF HELPING. HOWEVER, THE DATA REVEALED THAT FOR EACH ADDITIONAL 18 HOURS OF TRAINING, THERE IS A SIGNIFICANT IMPROVEMENT IN THE SUBJECTS' LEVEL OF FUNCTIONING ON AT LEAST ONE OF THE 6 DIMENSIONS. AFTER 54 HOURS TRAINING, THE RESULTS INDICATED THAT THE SUBJECTS IMPROVED SIGNIFICANTLY REGARDING THEIR ABILITY TO OFFER LEVELS OF EMPATHY, GENUINENESS, AND IMMEDIACY COMPARED TO THE LEVELS OF FUNCTIONING RECORDED AFTER ONLY ONE TRAINING PERIOD. THE PURPOSE, CONTEXT, NEED, AND SIGNIFICANCE OF THE STUDY ARE DISCUSSED, ALONG WITH THE RESEARCH HYPOTHESES. THE RESULTS OF A LITERATURE REVIEW RELATING TO THE SIX CONDITIONS OF HELPING ARE PROVIDED. AN OUTLINE OF THE STUDY DESIGN IS FOLLOWED BY A DISCUSSION OF THE FINDINGS. CONCLUSIONS AND RECOMMENDATIONS RELATING TO TRAINING PRACTICE AND FURTHER RESEARCH ARE PROVIDED. A VARIETY OF MATERIALS ARE APPENDED, INCLUDING A DEMOGRAPHIC DATA FORM AND TABLES OF INTERCORRELATION COEFFICIENTS. A BIBLIOGRAPHY AND TABULAR DATA ARE ALSO PROVIDED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 75-23602.

207. A. L. PADDOCK and J. D. MCMILLIN. VIENNA STAFF TRAINING PROJECT—FINAL REPORT, JUNE 30, 1972. SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. 59 p. 1972. **NCJ-37403**

FINAL EVALUATION OF A PROJECT ESTABLISHED TO TRAIN NEW CORRECTIONAL OFFICERS AT AN EXPANDED FACILITY TO BE MORE TREATMENT-ORIENTED WHILE UNDERSTANDING AND ADHERING TO STATE DEPARTMENT OF CORRECTIONS POLICIES AND PROCEDURES. THE PROJECT INCLUDED THREE TRAINING SESSIONS INVOLVING FOUR WEEKS OF INTENSIVE CLASSROOM TRAINING AND TWO OF ON-THE-JOB TRAINING. TWO SCALES WERE USED TO OBTAIN A SPECIFIC MEASURE OF ATTITUDES OF MAJOR IMPORTANCE TO THE CORRECTIONAL OFFICER—ATTITUDES TOWARD PRISON BEHAVIOR (PB) AND ATTITUDES TOWARD PUNISHMENT OF CRIMINALS (ATPC). THE PB SCALE IS DESIGNED TO SHOW THE EXTENT TO WHICH GROUP NORMS FAVOR STAFF INTEREST AND AID TO INMATES; ATPC IS CONCERNED WITH THE PURPOSE OF AND APPROPRIATE USE OF PUNISHMENT. MEAN SCORES FOR BOTH SCALES WERE COMPARED FOR PRE- AND POST-TRAINING TESTING AND CROSS TABULATED WITH CERTAIN SOCIAL CHARACTERISTICS. THE DATA SUGGESTED THAT THE CONCEPT OF TREATMENT WAS EFFECTIVELY INSTILLED IN THE TRAINEES AND DEMONSTRATED THAT THE TRAINEES SHOWED A SIGNIFICANT POSITIVE CHANGE IN ATTITUDES TOWARD PUNISHMENT AND CUSTODY. COMPARATIVE DATA IS PRESENTED IN TABULAR FORM.

Availability: SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901; NCJRS MICROFICHE PROGRAM.

208. PENNSYLVANIA PRISON SOCIETY, ROOM 302, SOCIAL SERVICES BUILDING, 311 SOUTH JUNIPER STREET, PHILADELPHIA PA 19107. LACKAWANNA COUNTY (PA) PRISON—DIAGNOSTIC AND BEHAVIOR CLINIC—FINAL EVALUATION REPORT. 40 p. 1974. **NCJ-26193**

PROJECT BACKGROUND, ACTIVITIES, OBJECTIVES, AND PROJECT RESULTS ARE DESCRIBED IN THE ASSESSMENT OF THIS PROGRAM WHICH PROVIDES COUNSELING, SOCIAL, AND PSYCHOLOGICAL SERVICES TO THE LACKAWANA COUNTY PRISON. THIS PROJECT HAD AMBITIOUS GOALS IN FOUR AREAS: DIRECT SERVICE TO INMATES, TRAINING OF CORRECTIONAL OFFICERS, COMMUNITY RELATIONS EFFORTS, AND MANAGEMENT ASSISTANCE IN POLICY PLANNING. THE EVALUATION OF THE CLINIC WAS UNDERTAKEN IN TWO PARTS: MEASUREMENT OF GOAL ACHIEVEMENT AND PROGRAM IMPACT. EVALUATION ACTIVITIES CONSISTED OF MONTHLY SITE VISITS, AND INTERVIEWS WITH THE WARDEN, GUARDS, COUNSELORS, INMATES, AND OTHER PERSONS FAMILIAR WITH THE CRIMINAL JUSTICE SYSTEM. A CORRECTIONAL STAFF QUESTIONNAIRE, REVIEW OF CLINIC RECORDS, AND AN EXAMINATION OF REINCARCERATION RATES OF INMATES WERE ALSO USED. THE GOALS OF THE PROJECT WERE FELT TO BE UNREALISTICALLY BROAD. THE PROJECT RESULTS INDICATED THAT THE DIRECT SERVICE COMPONENT OF THE CLINIC WAS WELL CARRIED OUT AND GENERALLY WELL RECEIVED. MODERATELY STRONG UNDERLYING SUPPORT FOR THE CLINIC WAS FOUND AMONG GUARDS AND PRISONERS. AN ANALYSIS OF CASE RECORDS SHOWED SOME LACK OF ATTENTION TO THE COMPLETENESS OF RECORDS. THE PROJECT FAILED TO MEET ITS GOAL OF CORRECTIONAL OFFICER TRAINING, BUT WAS SOMEWHAT MORE SUCCESSFUL IN THE AREA OF HUMAN RELATIONS. PROGRESS WAS UNEVEN IN TECHNICAL AS-

SISTANCE TO MANAGEMENT. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agencies: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120; LACKAWANNA COUNTY PRISON, 1371 NORTH WASHINGTON AVENUE, SCRANTON PA 18509.

Availability: NCJRS MICROFICHE PROGRAM.

209. **P. ROBINSON. DELAWARE—DIVISION OF ADULT CORRECTIONS—STAFF DEVELOPMENT AND IN-SERVICE TRAINING—A PROJECT EVALUATION.** 26 p. 1975. **NCJ-29798**

AN ASSESSMENT OF THE PERFORMANCE AND IMPACT OF THREE OF THE FOUR PROJECT SUBGRANTS AWARDED TO THE DIVISION OF ADULT CORRECTIONS FOR THE PURPOSES OF ESTABLISHING AND MEETING STAFF TRAINING NEEDS. IT WAS NOTED THAT ALTHOUGH THE FIRST APPLICATION WAS APPROVED IN MAY 1971, VERY LITTLE ACTIVITY OCCURRED DURING THE FIRST TWO AND ONE-HALF YEARS OF THE PROJECT. IT WAS NOT UNTIL NOVEMBER 1973, WHEN THE DIVISION HIRED A STAFF TRAINING OFFICER WITH STATE FUNDS THAT ANY SIGNIFICANT ACTIVITY TOOK PLACE. THIS STAFF TRAINING OFFICER BECAME THE PROJECT DIRECTOR, AND UNDER HIS DIRECTION THE FOLLOWING ACTIVITIES OCCURRED FROM NOVEMBER 1973 TO JULY 1975: 260 DIVISION EMPLOYEES PARTICIPATED IN 1,261 HOURS OF TRAINING; ESTABLISHMENT OF A STAFF TRAINING ADVISORY COUNCIL, A STAFF TRAINING CENTER, AND A MANDATORY 56-HOUR PRESERVICE COURSE; AND DEVELOPMENT OF AN INTERNAL TRAINING CADRE COMPOSED OF NINE DIVISION STAFF MEMBERS. THE EVALUATION SHOWED THAT THE GOALS AND OBJECTIVES OF EACH APPLICATION TENDED TO BE QUITE VAGUE AND GENERAL. THEREFORE, IT WAS DIFFICULT TO EVALUATE THE PERFORMANCE OF THE PROJECT IN TERMS OF ACHIEVING THE STATED GOALS AND OBJECTIVES. ALSO, THERE HAD BEEN NO TRAINING NEEDS ASSESSMENT STUDY DONE TO DEFINE WHAT THE NEEDS OF THE DIVISION WERE, SO IT WAS DIFFICULT TO MEASURE THE IMPACT OF THE PROJECT IN TERMS OF SATISFYING THOSE NEEDS. IT WAS CONCLUDED THAT IF THE PURPOSE OF THE PROJECT WAS TO ESTABLISH A FUND WHICH WOULD ENABLE EMPLOYEES OF THE DIVISION TO ATTEND CONFERENCES, SEMINARS AND WORKSHOPS, THIS WAS ACCOMPLISHED. HOWEVER, IF THE PURPOSE OF THE PROJECT WAS TO DEVELOP AN ON-GOING IN-HOUSE TRAINING PROGRAM FOR THE DIVISION, WITH ONE EXCEPTION--DEVELOPMENT OF A MANDATORY PRE-SERVICE COURSE FOR NEW CORRECTIONAL OFFICERS--THIS WAS NOT ACCOMPLISHED THROUGH FUNDS PROVIDED THROUGH THIS PROJECT. IT WAS NOTED THAT IT WAS DIFFICULT TO EVALUATE THE IMPACT OF THE PROJECT BECAUSE IN ONLY 4 OF THE 50 TRAINING SESSIONS OFFERED WERE COURSE EVALUATIONS COMPLETED BY THE PARTICIPANTS. FURTHERMORE, THERE WAS NO EVALUATION BY SUPERVISORS FOLLOWING TRAINING OF PARTICIPANTS TO DETERMINE IF IN FACT THE COURSE HAD HAD ANY IMPACT ON THEIR PERFORMANCE. IT WAS RECOMMENDED THAT ALL FUTURE GRANTS HAVE DEMONSTRATED NEEDS AND QUANTIFIABLE AND MEASUREABLE OBJECTIVES, AND THAT A METHOD FOR EVALUATING ALL TYPES OF TRAINING BE DEVELOPED. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: DELAWARE CRIMINAL JUSTICE PLANNING COMMISSION, STATE CAPITOL BLDG, 4TH FLOOR, 820 FRENCH STREET, WILMINGTON DE 19801.

Availability: NCJRS MICROFICHE PROGRAM.

210. **R. J. SCOTT, R. EVANS, and B. KECK. CORRECTIONAL STAFF DEVELOPMENT IN VIRGINIA—A TENTATIVE EVALUATION.** 22 p. 1977. **NCJ-53962**

CHANGES IN ATTITUDES AND KNOWLEDGE ARE RELATED TO DEMOGRAPHIC CHARACTERISTICS OF TRAINEES IN AN EVALUATION OF VIRGINIA'S 4-WEEK TRAINING COURSE FOR CORRECTIONAL OFFICERS. THE TRAINING PROGRAM EVALUATED CONSISTED OF 160 HOURS AND INVOLVED OVER 30 TOPICS COVERING CORRECTIONAL HISTORY AND PROGRAMMING, THE VIRGINIA CORRECTIONAL SYSTEM, CRIMINAL BEHAVIOR AND THE CRIMINAL JUSTICE SYSTEM, THE JUVENILE OFFENDER, SECURITY POLICIES, AND LEGAL ISSUES RELATED TO CORRECTIONS, AS WELL AS SKILL AREAS SUCH AS COMMUNICATIONS, REPORT WRITING, SELF-DEFENSE, FIREARMS TRAINING, AND RIOT CONTROL TRAINING. THE EVALUATION, CONDUCTED BETWEEN APRIL 1974, AND DECEMBER 1975, CONSISTED OF PRETESTING AND POSTTESTING 380 TRAINEES TO MEASURE ATTITUDE AND KNOWLEDGE CHANGE AS A RESULT OF THE TRAINING. ADDITIONALLY, CHANGES WERE RELATED TO THE DEMOGRAPHIC CHARACTERISTICS OF THE TRAINEES. ATTITUDINAL ASSESSMENT INCLUDED MEASURES OF ATTITUDES TOWARD PUNISHMENT, PRISONS, SELF, AND OTHERS, SELECTED BECAUSE OF PRIOR USE IN CORRECTIONAL TRAINING EVALUATIONS. JOB SATISFACTION WAS ASSESSED BY A SINGLE QUESTION. CORRECTIONAL KNOWLEDGE ASSESSMENT INCLUDED A 30-ITEM TEST DEVISED FROM TESTS GIVEN AS PART OF THE ACTUAL TRAINING. DEMOGRAPHIC DATA, COLLECTED AS PART OF THE PRETEST INCLUDED AGE, SEX, RACE, MARITAL STATUS, EDUCATION, MILITARY EXPERIENCE, INSTITUTIONAL ASSIGNMENT, LENGTH OF TIME EMPLOYED, PRIOR TRAINING AND WORK EXPERIENCE, AND SIZE OF CHILDHOOD COMMUNITY. RESULTS SHOWED LITTLE OVERALL ATTITUDINAL CHANGE DURING THE 4-WEEK TRAINING PERIOD, ALTHOUGH TRAINEES DID BECOME SIGNIFICANTLY LESS PUNITIVE. THERE WAS, HOWEVER, A DRAMATIC IMPROVEMENT IN CORRECTIONAL RELATED KNOWLEDGE. TRAINEES TYPICALLY EXPRESSED VERY POSITIVE ATTITUDES TOWARD THE TRAINING. EDUCATION AND AGE WERE THE DEMOGRAPHIC VARIABLES MOST INFLUENTIAL ON ATTITUDES AND KNOWLEDGE MEASURED IN THE PRETEST, WITH BETTER EDUCATED STAFF BEING LESS PUNITIVE, LESS FAVORABLE TOWARD PRISONS, MORE FAVORABLE TOWARD THEMSELVES, MORE KNOWLEDGEABLE ABOUT CORRECTIONS, LESS SATISFIED WITH THEIR JOBS, AND MORE CONSCIOUS OF THE NEED FOR ADDITIONAL EDUCATION. YOUNGER TRAINEES WERE LESS PUNITIVE AND LESS FAVORABLE TOWARD PRISONS. IT IS BELIEVED THE EVALUATION EVIDENCE SUPPORTS THE CONCLUSION THAT THE TRAINING PROGRAM IS EFFECTIVE. RECOMMENDATIONS FOR IMPROVEMENT ARE OFFERED. STATISTICS DERIVED FROM THE STUDY ARE PROVIDED, AND REFERENCES ARE LISTED.

Supplemental Notes: PRESENTED AT THE NATIONAL CONFERENCE ON CRIMINAL JUSTICE EVALUATION, WASHINGTON, DC, FEBRUARY 1977—PANEL 19 EVALUATION OF EDUCATION AND TRAINING PROGRAMS.

Availability: NCJRS MICROFICHE PROGRAM.

211. **STATE UNIVERSITY OF NEW YORK AT BUFFALO. ERIE COUNTY STAFF TRAINING AND INMATE REHABILITATION PROJECT, FINAL REPORT FOR THE PLANNING-DEVELOPMENT AND FIRST YEAR OPERATIONS PHASE.** 52 p. 1969. **NCJ-01115**

EDUCATIONAL PROGRAM FOR THE CORRECTIONAL OFFICERS AT ERIE COUNTY PENITENTIARY, IN COOPERATION WITH THE SCHOOL OF SOCIAL WELFARE OF THE STATE UNIVERSITY OF NEW YORK. THE PURPOSE OF THE PROGRAM WAS TO AMELIORATE THE PUNITIVE ATTITUDES OF THE OFFICERS. TWO BEHAVIORAL SCIENCE COURSES WERE OFFERED TO 30 STUDENTS. THIS REPORT EVALUATES THE RESULTS OF THE FIRST PHASE OF THE PROGRAM, AND SETS OUT GOALS FOR THE CONTINUATION OF THE PROJECT. ATTACHMENTS TO THE REPORT INCLUDE THE STUDIES DONE ON THE BACKGROUNDS AND ATTITUDES OF KEEPERS AT ERIE COUNTY PENITENTIARY. THE SURVEY WAS AN EFFORT

TO DETERMINE ATTITUDES OF KEEPERS BEFORE A TRAINING PROGRAM BECOMES OPERATIONAL.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

212. **SYNETICS, 128 WEST STATE STREET, TRENTON NJ 08608. NEW JERSEY—EVALUATION OF CORRECTIONS OFFICER'S TRAINING AND CAREER DEVELOPMENT.** 89 p. 1974. **NCJ-28240**

THIS EVALUATION ASSESSED THE JOB PERFORMANCE AND CAREER ADVANCEMENT OF PERSONNEL COMPLETING THE TRAINING PROGRAMS, ASSESSED THE PRESENT COURSES, AND EVALUATED THE TRAINING SCHOOLS OPERATED BY THE DIVISION. THE PROJECT WAS ALSO CHARGED WITH THE DEVELOPMENT OF AN IN HOUSE MONITORING AND EVALUATION SYSTEM FOR THE DIVISION TRAINING PROGRAMS. THE EVALUATION METHODS INCLUDED A MAIL QUESTIONNAIRE SENT TO PARTICIPANTS IN TRAINING PROGRAMS IN WHICH THEY ASSESSED THE TRAINING IMPACT; PERSONAL INTERVIEWS WITH PAST PARTICIPANTS; PRE- AND POST-TESTS ADMINISTERED TO PARTICIPANTS TO DETERMINE THE EXTENT OF LEARNING; ADMINISTRATION OF A POST-PROGRAM REACTION FORM TO COURSE PARTICIPANTS; ON-SITE MONITORING AND OBSERVATION OF FOUR COURSES; AND OBSERVATION OR TRAINING SESSIONS BY AN EXPERT IN THE CORRECTIONS FIELD. THE RESULTS SHOWED THAT THE TRAINING DOES NOT SEEM TO ASSIST THE CORRECTIONS OFFICERS IN ACHIEVING PROMOTIONS IN THE CIVIL SERVICE SYSTEM. HOWEVER, A VERY HIGH PERCENTAGE OF THE OFFICERS BELIEVE THE TRAINING PROVIDES THEM WITH SKILLS AND KNOWLEDGE WHICH THEY HAVE USED TO IMPROVE JOB PERFORMANCE. TEST INSTRUMENTS INDICATED SIGNIFICANT LEARNING RESULTS FROM THREE OF THE FOUR STATE COURSES. THE THREE TRAINING SCHOOLS WERE GENERALLY FOUND TO BE ADEQUATE. A SUMMARY OF THE IN-HOUSE EVALUATION PROGRAM DEVELOPED BY THIS PROJECT IS PROVIDED. RECOMMENDATIONS FOR FURTHER IMPROVEMENT OF THE NEW JERSEY TRAINING PROGRAMS FOR CORRECTIONAL PERSONNEL ARE ALSO INCLUDED.

Sponsoring Agency: NEW JERSEY DEPARTMENT OF INSTITUTIONS AND AGENCIES, 135 WEST HANOVER STREET, TRENTON NJ 08625.

Availability: NCJRS MICROFICHE PROGRAM.

213. **UNIVERSITY OF MIAMI. TRAINING IN CORRECTIONAL TREATMENT TECHNIQUES—FINAL REPORT.** 250 p. **NCJ-38381**

THIS REPORT DESCRIBES AND EVALUATES THE EFFECTIVENESS OF A PROJECT TO TEACH TREATMENT TECHNIQUES TO NINETY LINE AND FIRST-LEVEL SUPERVISORY CORRECTIONAL PERSONNEL IN THE SOUTHEASTERN STATES. THE TREATMENT TECHNIQUES OR MODALITIES TAUGHT WERE FACILITATIVE COUNSELING (FC), ASKLEPIEION APPROACH (ASK) AND POSITIVE REINFORCEMENT PROGRAMMING (PRP). IN ADDITION TO THE TRAINING WORKSHOPS, THE GRANT PROVIDED FOR CONSULTANTS AND STAFF TO MAKE ON-SITE FOLLOW-UP VISITS TO APPROXIMATELY ONE-THIRD OF THE PARTICIPANTS IN THEIR RESPECTIVE INSTITUTIONS. THIS REPORT DESCRIBES THE PROCEDURES EMPLOYED IN OFFERING THE WORKSHOPS INCLUDING THE USE OF CONSULTANTS, RECRUITMENT, SELECTION OF PARTICIPANTS, TYPE OF INSTITUTION REPRESENTED, PARTICIPANT EVALUATION OF THE WORKSHOPS PER SE, EVALUATIONS OF THE AMOUNT OF LEARNING WHICH OCCURRED AS A RESULT OF THE WORKSHOPS AND THE RESULTS OF THE FOLLOW-UP CONSULTATION VISITS. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

214. **A. D. WITHERSPOON. BEHAVIORAL OBSERVATION INDEX DESIGNED TO EVALUATE TRAINING OF CORRECTIONAL OFFICERS IN A PRISON SETTING.** 133 p. 1971. **NCJ-03234**

DEVELOPMENT OF AN INSTRUMENT THAT COULD BE USED TO INDEX AND ANALYZE THE BEHAVIOR OF OFFICERS IN INTERACTIONS WITH INMATES, AND TO EVALUATE OFFICER TRAINING PROGRAMS. PROBLEMS ENCOUNTERED AND CONSIDERED IN RELATION TO AN OBSERVATION FORM FOR EVALUATING THE CORRECTIONAL OFFICER'S BEHAVIOR WERE—DEFINING THE CRITERION OF APPROPRIATE OFFICER BEHAVIOR, SPECIFYING THE UNIT OF BEHAVIOR TO OBSERVE, SIMPLIFYING OBSERVER CODING, DETERMINING OBSERVER AND INSTRUMENT ERROR, SELECTING PRISON AREAS FOR GATHERING INFORMATION, DETERMINING THE OBSERVER'S INFLUENCE ON OFFICER-INMATE INTERACTION.

Supplemental Notes: MS THESIS AUBURN UNIV.

Availability: REHABILITATION RESEARCH FOUNDATION, P O BOX BV, UNIVERSITY AL 35486.

TRAINING PROGRAM EVALUATIONS

DEVELOPMENT & TRAINING

[illegible]

HIGHER EDUCATION PROGRAMS

215. **M. E. ALEXANDER. INTERNATIONAL TRAINING PROGRAMME IN A UNIVERSITY SETTING FOR PERSONNEL ENGAGED IN THE TREATMENT OF OFFENDERS.** UNITED NATIONS SALES SECTION. *INTERNATIONAL REVIEW OF CRIMINAL POLICY,* N 22 (1964), P 45-48. **NCJ-06289**

DESCRIPTION OF AN INTERNATIONAL TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL, FOCUSING ON ELEMENTS OF THE AMERICAN SYSTEM RELATIVELY UNUSED IN DEVELOPING NATIONS. THE STRUCTURE AND CONTENT OF THE PROGRAM IS DESCRIBED ALONG WITH AN OUTLINE OF PARTICULARS INVOLVED IN THE RUNNING OF THE PROGRAM. TYPICAL COURSES COVERED ARE PHILOSOPHY AND PRACTICE OF CORRECTIONAL SYSTEM MANAGEMENT, METHODS OF STAFF TRAINING AND DEVELOPMENT PROBATION AND PAROLE SYSTEMS, CORRECTIONAL INSTITUTION DESIGN, PREVENTION AND CONTROL OF JUVENILE DELINQUENCY, AND PARTICIPANT EXPERIENCES IN SELECTED CORRECTIONAL AGENCIES. THE METHODS EMPLOYED IN EVALUATING AND RESTRUCTURING THE TRAINING PROGRAM ARE PRESENTED.

216. **AMERICAN BAR ASSOCIATION, 1800 M STREET, NW, WASHINGTON DC 20036. ANALYSIS OF STATE LAW ENFORCEMENT IMPROVEMENT PLANS RE ROLE OF TWO-YEAR COLLEGES IN CORRECTIONAL STAFF DEVELOPMENT.** 24 p. 1973. **NCJ-10284**

UTILIZATION OF TWO-YEAR COLLEGES SUMMARIZED ON TABLES BY STATE AND BY THE SECTION OF THE PLAN IN WHICH THEY WERE LOCATED. THE CORRECTIONAL OFFICERS EDUCATIONAL PROGRAM, SOURCE OF THIS REPORT, CONCLUDES THAT CURRENTLY THE COMPREHENSIVE STATE LAW ENFORCEMENT PLANS ARE OF LITTLE USE, AND ARE NOT A RELIABLE SOURCE IN DETERMINING THE EXTENT TO WHICH TWO-YEAR COLLEGES ARE INVOLVED IN CORRECTIONAL STAFF EDUCATION AND TRAINING. IT IS SUGGESTED THAT STATE JUNIOR AND COMMUNITY COLLEGE BOARDS AND DIVISIONS DEVELOP CLOSER CONTACTS WITH THE LEAA STATE PLANNING AGENCIES. PERTINENT EXCERPTS FROM THE OMNIBUS CRIME CONTROL AND SAFE STREETS ACT ARE APPENDED.

Supplemental Notes: COORDINATION BULLETIN N. 16.

Availability: AMERICAN BAR ASSOCIATION, 1800 M STREET, NW, WASHINGTON DC 20036.

217. **J. M. BORYS. NATIONAL CONFERENCE ON CORRECTIONAL TRAINING, COLLEGE PARK, MD., 1966—PROCEEDINGS.** NATIONAL COUNCIL ON CRIME AND DELINQUENCY, CONTINENTAL PLAZA, 411 HACKENSACK AVENUE, HACKENSACK NJ 07601. 166 p. 1968. **NCJ-00165**

THE NATIONAL CONFERENCE ON CORRECTIONAL TRAINING REPORTS ON THE REQUIREMENTS AND DIFFICULTIES OF REFORMING FUTURE CORRECTIONAL TRAINING PROGRAMS. THE REPORT IS DIVIDED INTO EIGHT SECTIONS, EACH WRITTEN BY DIFFERENT PARTICIPANTS. THE TRENDS FOR DEVELOPING BETTER TRAINING PROGRAMS ARE DISCUSSED, ONE OF WHICH REFLECTS A RECOGNITION OF THE IMPORTANT RELATIONSHIP BETWEEN CORRECTIONS AND THE REST OF THE CRIMINAL JUSTICE SYSTEM. AREAS DISCUSSED INCLUDE—(1) THE UNIVERSITY'S ROLE IN TRAINING PERSONNEL—(2) THE PAROLE PERSPECTIVE (3) METHODS OF IMPLEMENTING NEW PROGRAMS—(4) PROGRESSIVE TRAINING METHODS—(5) IMPRESSIVE AND USEFUL DIALOGUE ON ORGANIZATIONAL CHANGE AND DEVELOPMENT.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

218. **F. DELL'APA and C. D. WELLER. INTERSTATE APPROACH TO CORRECTIONS MANPOWER AND TRAINING—A FINAL REPORT.** WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION, DRAWER P, BOULDER CO 80302. 174 p. 1968. **NCJ-01162**

AN INTERSTATE APPROACH TO UPGRADING CORRECTIONAL MANPOWER AND STAFF THROUGH SPECIALIZED TRAINING IS DESCRIBED. THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION (WICHE) ENCOMPASSES 11 WESTERN STATES IN CONTINENTAL U.S. PLUS ALASKA AND HAWAII. ITS PROJECT WAS TO DEVELOP TRAINING AND CURRICULUM MATERIALS FOR USE IN COLLEGES, AND TO UPGRADE PRESENT CORRECTIONAL SYSTEMS BY CONTINUING EDUCATION SEMINARS, FACULTY PLACEMENT IN CORRECTIONAL AGENCIES, AND TRAVELING FIELD CONSULTANTS. A LIST OF PUBLICATIONS RESULTING FROM THE PROJECT AND SPINOFF PROPOSALS ARE ABSTRACTED. A SUMMARY OF PROJECT ACTIVITIES IS SHOWN BY STATE. FUTURE ACTIVITIES AS A RESULT OF THIS PROJECT ARE PRESENTED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

219. F. DELL'APA and C. D. WELLER. INTERSTATE APPROACH TO CORRECTIONS MANPOWER AND TRAINING—A SUPPLEMENTAL REPORT. WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION, DRAWER P, BOULDER CO 80302. 77 p. 1968. **NCJ-13040**

PROJECT WHICH SENDS FACULTY RESOURCE PERSONNEL TO CORRECTIONAL INSTITUTIONS TO STIMULATE RELATIONSHIPS BETWEEN ACADEMIA AND THE FIELD. THE TRAVELING TEAMS PROVIDED 17 ONE-DAY WORKSHOPS IN THE 13 WESTERN STATES FOR CORRECTIONAL ADMINISTRATORS, FRONT-LINE SUPERVISORS, AND OTHERS. THE WORKSHOPS INCLUDED A SERIES ENTITLED 'CORRECTIONS, THE PUBLIC AND YOU' WHICH SOUGHT TO PROVIDE CORRECTIONS AN ENHANCED RELATIONSHIP WITH THE PRESS. IN ADDITION TO THE TRAVELING PROGRAMS, THE GROUP HAS PROVIDED CONSULTATION TO STATE TRAINING PROGRAMS. FUTURE PLANS INCLUDE TRAINING FOR GROUP STAFF MEMBERS AND CORRECTIONS TRAINING PROGRAM DEVELOPMENT IN WESTERN UNIVERSITIES. THE REPORT INCLUDES A TASK ANALYSIS STUDY OF THE ADULT PROBATION OFFICER'S JOB, TRAINING PROGRAMS FOR PROBATION OFFICERS, AND AN IMPLEMENTATION DESIGN FOR A REGIONAL APPROACH TO CORRECTIONS MANPOWER TRAINING AND RESEARCH.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

220. J. L. GREIFER. GRADUATE TRAINING PROGRAM OF THE ADULT PROBATION DEPARTMENT OF THE COURT OF COMMON PLEAS OF PHILADELPHIA AND THE TEMPLE UNIVERSITY GRADUATE SCHOOL OF SOCIAL ADMIN PROBATION DEPARTMENT—FINAL EVALUATION REPORT PH-153-73A. 17 p. 1974. **NCJ-19321**

GRADUATE PROFESSIONAL SOCIAL WORK EDUCATION FOR PROBATION OFFICERS TOWARDS PREPARATION FOR ASSUMING SUPERVISORY AND STAFF DEVELOPMENT RESPONSIBILITIES THROUGH A MASTER'S CURRICULUM IN SOCIAL SERVICE DELIVERY. SELECTED PROBATION OFFICERS WERE GRANTED ACADEMIC LEAVES DURING THE TWO YEARS OF THE TRAINING, AND GRADUATE STUDENTS WERE ASSIGNED TO DO THEIR FIELD WORK IN THE PROBATION DEPARTMENT. THE EVALUATION WAS CONDUCTED USING INTERVIEWS WITH THOSE INVOLVED IN OR AFFECTED BY THE PROJECT. MEASURED WERE THE IMPACT ON PROFESSIONAL AND TECHNICAL GROWTH OF THE DEPARTMENT, THE UTILIZATION AND PLACEMENT OF RETURNING OFFICERS, PROGRAM IMPROVEMENTS AND INNOVATIONS, AND THE EFFECT OF A CHANGED SERVICE PATTERN ON CLIENT BEHAVIOR. EVALUATORS CONCLUDED THAT THE GRADUATE TRAINING PROGRAM HAD MET ITS EXPECTATIONS AND THEREFORE SHOULD BE CONTINUED WITH BUILT-IN EVALUATION AND TESTING COMPONENTS. RECOMMENDATIONS WERE ALSO MADE IN RELATION TO IMPROVING CONDITIONS FOR ACADEMIC LEAVE AND ENCOURAGING THE PARTICIPATION OF PROBATION OFFICERS WHO ARE NOT LOOKING TO FILL SUPERVISORY OR ADMINISTRATIVE POSITIONS.

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

221. R. C. JACOBS. COLLEGE CURRICULUM IN CRIMINAL JUSTICE—EMPLOYMENT PROSPECTS FOR THE GRADUATES. CENTRAL WASHINGTON STATE COLLEGE. 89 p. 1972. **NCJ-18022**

A STUDY OF WASHINGTON MANPOWER NEEDS AND THE VALUE OF COLLEGE-LEVEL CRIMINAL JUSTICE EDUCATION FOR POLICE OFFICERS, CORRECTIONS WORKERS, PAROLE AND PROBATION WORKERS, COURT ADMINISTRATORS, AND LEGAL ASSISTANTS. FOR EACH PROFESSION THIS RESEARCH FOCUSED ON TWO QUESTIONS: WHETHER EMPLOYMENT WITHIN THE PROFESSION WAS TO BE AVAILABLE AT ALL IN THE COMING YEARS IN THE STATE OF WASHINGTON, AND WHETHER THE KIND OF TRAINING PROGRAM ENVISIONED FOR THE CENTRAL WASHINGTON STATE COLLEGE WOULD ADEQUATELY PREPARE STUDENTS FOR ENTRANCE INTO SUCH JOBS. IN GENERAL, IT WAS FOUND THAT SUCH A TRAINING PROGRAM WOULD BE FEASIBLE FROM THE POINT OF VIEW OF EMPLOYMENT, AND THAT IT IS ALSO SEEN AS DESIRABLE BY RESPONSIBLE PROFESSIONALS ALREADY IN THE FIELD.

Sponsoring Agency: WASHINGTON LAW AND JUSTICE PLANNING OFFICE, INSURANCE BUILDING, ROOM 107, OLYMPIA WA 98504.

Availability: NCJRS MICROFICHE PROGRAM.

222. J. JOHNSON. SURVEY OF LEGISLATION, REGULATIONS AND POLICIES SUPPORTIVE OF CORRECTIONAL OFFICER EDUCATION. AMERICAN BAR ASSOCIATION, 1800 M STREET, NW, WASHINGTON DC 20036. 13 p. 1973. **NCJ-10137**

RESULTS OF A SURVEY CONDUCTED FOR THE CORRECTIONAL OFFICERS EDUCATIONAL PROGRAM. THE AVAILABILITY OF CAREER LADDERS, EDUCATIONAL ATTAINMENT AS A REQUISITE OR FACTOR IN PROMOTION, ADDITIONAL TANGIBLE REWARDS FOR EDUCATIONAL ATTAINMENT, SPECIAL ASSISTANCE TO LINE OFFICER COLLEGE ENROLLEES, AND JOB DESCRIPTIONS FOR LINE OFFICER POSITIONS WERE EXPLORED. DESPITE INCREASING AVAILABILITY OF JUNIOR COLLEGE PROGRAMS FOR CORRECTIONAL LINE OFFICERS AND INCREASING ENROLLMENTS IN SUCH PROGRAMS, THERE CONTINUES TO BE LITTLE RECOGNITION IN LINE OFFICER STRUCTURES AND CAREER MOBILITY FOR DEGREE OR CERTIFICATE ATTAINMENT. FINANCIAL AND OTHER ASSISTANCE TO STIMULATE PARTICIPATION IN THESE EDUCATIONAL PROGRAMS REMAINS LIMITED. APPENDED MATERIAL INCLUDES A COPY OF THE QUESTIONNAIRE PACKET USED IN THE SURVEY, A LIST OF THE RESPONDING STATES, AND A STATE-BY-STATE TABULATION OF THE RESPONSES. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, ONE DUPONT CIRCLE, NW, WASHINGTON DC 20036.

Availability: NCJRS MICROFICHE PROGRAM.

223. J. JOHNSON and B. C. CARR. SURVEY OF LINE OFFICER EDUCATIONAL NEEDS—A SELECTIVE INQUIRY AMONG COLLEGE AND CORRECTIONAL PERSONNEL. AMERICAN BAR ASSOCIATION, 1800 M STREET, NW, WASHINGTON DC 20036. 20 p. 1973. **NCJ-10281**

DISCUSSION OF THE RESULTS OF FOUR SURVEYS ADMINISTERED AT REGIONAL WORKSHOPS FOR CORRECTIONAL PERSONNEL. THE WORKSHOP PARTICIPANTS AGREED THAT INTRODUCTORY COURSES IN A TWO YEAR COLLEGE CORRECTIONAL PROGRAM SHOULD BE OFFERED TO THE COLLEGE'S ENTIRE STUDENT BODY. THE INDIVIDUALS INTERVIEWED FELT THAT SUCH COURSES SHOULD BE OPEN TO BOTH INMATES AND CORRECTIONAL OFFICERS AND THAT THE CURRICULUM SHOULD DIFFER SUBSTANTIALLY FROM THAT ADMINISTERED TO LAW ENFORCEMENT STUDENTS. THE SURVEY RESPONSES FURTHER DISCLOSED THAT MANY CORRECTIONAL LINE OFFICERS HAVE DOUBTS ABOUT THEIR ABILITY TO DO COLLEGE LEVEL WORK. THERE WAS GENERAL AGREEMENT THAT TWO-YEAR COLLEGE INSTRUCTORS IN CORRECTIONS COURSES SHOULD HAVE PRACTICAL EXPERIENCE—EITHER AS CORRECTIONAL OFFICERS OR IN SOME OTHER CAPACITY AT A CORRECTIONAL INSTITUTION. IN ASSESSING THE IMPORTANCE OF CERTAIN SKILLS AND AREAS OF KNOWLEDGE FOR THE LINE OFFICER, THE FOLLOWING WERE RANKED MOST FREQUENTLY AS VERY IMPORTANT-DEVIANT BEHAVIOR, SECURITY PROCEDURES, INMATE RIGHTS, COUNSELING SKILLS, AND PHI-

LOSOPHY OF CORRECTIONS. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: COORDINATION BULLETIN NO 15.

Sponsoring Agency: AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, ONE DUPONT CIRCLE, NW, WASHINGTON DC 20036.

224. K. W. JOHNSON and B. S. WOOD. NEW DIRECTIONS IN CRIMINAL JUSTICE EDUCATION—TRAINING CHANGE AGENTS FOR ENTRY-LEVEL POSITIONS. UNIVERSITY OF MARYLAND INSTITUTE OF CRIMINAL JUSTICE AND CRIMINOLOGY, COLLEGE PARK MD 20742. 47 p. 1977. **NCJ-47116**

A TRAINING MODEL DESIGNED TO PREPARE COLLEGE STUDENTS TO ASSUME THE ROLE OF CHANGE AGENT IN ENTRY-LEVEL POSITIONS IN POLICE, PROBATION, AND OTHER CRIMINAL JUSTICE AGENCIES IS DOCUMENTED. THE CENTRAL FOCUS OF THE CHANGE AGENT CURRICULUM, WHICH WAS DEVELOPED AND TESTED AT THE UNIVERSITY OF MARYLAND, IS ON TRAINING IN THE AREAS OF PROGRAM DEVELOPMENT, EVALUATION RESEARCH, AND INTERPERSONAL SKILL DEVELOPMENT—ALL OF WHICH ARE LINKED TO IMPROVING CRIMINAL JUSTICE OPERATIONS. THE RATIONALE FOR THE EXPERIMENTAL PROGRAM, THE BREADTH OF ITS TRAINING OBJECTIVES, THE SCOPE AND DESIGN OF THE EXPERIMENT, AND THE EVALUATION STRATEGY ARE DESCRIBED. THE INTERNAL DYNAMICS OF THE CHANGE AGENT PROGRAM ARE PRESENTED, INCLUDING DETAILED DESCRIPTIONS OF THE THREE MAJOR PROGRAM COMPONENTS: FORMAL COURSE WORK; CLASSROOM ENVIRONMENT; AND FIELD RESEARCH EXPERIENCES. COMPARATIVE DATA ON PARTICIPANTS IN THE CHANGE AGENT PROGRAM AND ON MATCHED GROUPS OF STUDENTS ENROLLED IN THE REGULAR CRIMINAL JUSTICE PROGRAM AT THE UNIVERSITY ARE PRESENTED AND ANALYZED, AS ARE DATA ON THE VIEWS OF PARTICIPATING STUDENTS AND OF DECISIONMAKERS WITH WHOM THE STUDENTS WORKED IN THEIR FIELD EXPERIENCES. EVALUATION RESULTS, INCLUDING FINDINGS ON RELATIONSHIPS BETWEEN SPECIFIC PROGRAM ELEMENTS AND OUTCOMES, ARE PRESENTED. THE POSTGRADUATION REINFORCEMENT COMPONENT OF THE MODEL IS DISCUSSED, AND THE STATUS OF THE CHANGE AGENT TRAINING PROGRAM AT THE UNIVERSITY OF MARYLAND IS NOTED. OPERATING PRINCIPLES FOR UNIVERSITY-BASED CHANGE AGENT TRAINING ARE OFFERED, AND IMPLICATIONS FOR FURTHER RESEARCH ARE DISCUSSED. SUPPORTING TABULAR DATA ARE INCLUDED. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: INSTITUTE OF CRIMINAL JUSTICE AND CRIMINOLOGY MONOGRAPH.

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; UNIVERSITY OF MARYLAND GRADUATE SCHOOL, COLLEGE PARK MD 20742.

Availability: NCJRS MICROFICHE PROGRAM.

225. K. KERLE. CRIMINAL JUSTICE AGENT—WHAT COMMUNITY COLLEGES CAN DO. SANGAMON STATE UNIVERSITY, SPRINGFIELD IL 62708. *COMMUNITY COLLEGE FRONTIERS,* V 6, N 2 (WINTER 1978), P 50-53. **NCJ-51025**

THE IMPORTANCE OF COLLABORATION BETWEEN COMMUNITY COLLEGES AND CRIMINAL JUSTICE AGENCIES AND THE ESTABLISHMENT OF A GENERALIZED CRIMINAL JUSTICE DEGREE PROGRAM IS STRESSED. COMMUNITY COLLEGES SHOULD COOPERATE WITH POLICE, CORRECTIONS, PAROLE, AND PROBATION PERSONNEL TO DEVELOP A DEGREE WHEREBY STUDENTS WITH CAREER ASPIRATIONS IN ANY OF THESE AREAS CAN PURSUE A CRIMINAL JUSTICE CAREER. COMMUNITY COLLEGES CAN APPROACH STATE DEPARTMENTS OF CORRECTIONS TO ACCOMPLISH THIS DESIRED END. SUBSIDIARY BENEFITS, SUCH AS COMMUNITY COLLEGES LENDING ASSISTANCE TO STATES IN ESTABLISHING GOOD COURSES IN THE CORRECTIONAL OFFICER/POLICE TRAINING FIELDS, CAN BE MUTUALLY ADVANTAGEOUS TO BOTH EDUCATION AND PENOLOGY BECAUSE THEY MAKE CRIMINAL JUSTICE PRACTITIONERS RECOGNIZE THE NEED FOR AND VALUE OF A SOLID ACADEMIC APPROACH. IN WORKING WITH CRIMINAL JUSTICE AGENCIES AND THE DEVELOPMENT OF A GENERALIZED CRIMINAL JUSTICE DEGREE PROGRAM, ACTUALLY INTERNING STUDENTS IN SEVERAL AGENCIES IS PRESUMED. COMMUNITY COLLEGES SHOULD INSURE THAT A NUMBER OF COURSES ARE OFFERED IN LOCAL DETENTION CENTERS, JAILS, AND STATE PRISONS BY WHICH INMATE STUDENTS NOT ELIGIBLE FOR STUDENT RELEASE PROGRAMS ON COLLEGE CAMPUSES CAN PARTICIPATE IN CLASSES WITH INMATE AND POSSIBLY NONINMATE STUDENTS. COMMUNITY COLLEGES CAN ASSIST LOCAL POLICE DEPARTMENTS, COUNTY DETENTION CENTERS, AND PAROLE AND PROBATION ORGANIZATIONS IN DEVELOPING INTEGRATED TRAINING PROGRAMS FOR CRIMINAL JUSTICE PERSONNEL. THE 1974 ELECTION OF FRANCIS R. FORD, A COMMUNITY COLLEGE CRIMINAL JUSTICE PROFESSOR, TO THE OFFICE OF SHERRIFF IN WASHINGTON COUNTY, MD., IS DESCRIBED, AND THE INNOVATIVE PROGRAMS HE INITIATED (I.E., INSERVICE TRAINING, POLICE/COMMUNITY RELATIONS PROGRAMS) ARE MENTIONED. REFERENCES ARE INCLUDED.

226. A. S. KORIM. IMPROVING CORRECTIONS PERSONNEL THROUGH COMMUNITY COLLEGES—FINAL REPORT. AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, ONE DUPONT CIRCLE, NW, WASHINGTON DC 20036. 69 p. 1973. **NCJ-11218**

COMMUNITY COLLEGE INVOLVEMENT IN IMPROVING CORRECTIONAL MANPOWER, AND SUGGESTED STANDARDS FOR IMPROVING TRAINING AND EDUCATION PROGRAMS. THIS REPORT REFLECTS THE CONCERNS AND VIEWS EXPRESSED IN A SERIES OF STATE-LEVEL MEETINGS AND INTER-REGIONAL CONFERENCES SPONSORED JOINTLY BY THE AACJC AND THE AMERICAN BAR ASSOCIATION COMMISSION ON CORRECTIONAL FACILITIES AND SERVICES. A DISCUSSION OF CORRECTIONAL OFFICER CHARACTERISTICS, DUTIES, AND NECESSARY COMPETENCIES, SERVES AS THE BASIS FOR IDENTIFYING EDUCATIONAL PROGRAMS. FACTORS INFLUENCING CORRECTIONS EDUCATION, SUCH AS THE POSTURE OF CORRECTIONS AGENCIES, FUNDING PRIORITIES, SENSITIVITY OF STATE CRIMINAL JUSTICE PLANNERS, AND INTERNAL MAKEUP OF THE COLLEGES ARE REVIEWED. SEVERAL ALTERNATIVE APPROACHES TO CORRECTIONAL EDUCATION ARE ANALYZED AND SAMPLE CURRICULA ARE PRESENTED. A CHAPTER IS DEVOTED TO SUGGESTED STANDARDS FOR STATE PLANNING, THE CAREER STRUCTURE, INCENTIVES TO LINE OFFICERS, CURRICULUM MATTERS, AND LEGISLATION. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

227. M. A. LYTLE. STAFF DEVELOPMENT TECHNIQUE. *CORRECTIONAL TRAINING PERSONNEL,* V 1, N 3 (AUGUST 1976), P 9-11. **NCJ-48474**

THE USE OF STAFF STUDY PROJECTS TO DEVELOP ADMINISTRATIVE SKILLS AND POTENTIAL IN INSERVICE LAW ENFORCEMENT PERSONNEL PARTICIPATING IN A COMMUNITY COLLEGE CRIMINAL JUSTICE PROGRAM IS DESCRIBED. MOST OF THE INSERVICE AND PRESERVICE STUDENTS IN THE CLEVELAND (TENN.) STATE COMMUNITY COLLEGE CRIMINAL JUSTICE DEGREE PROGRAM HAVE A LAW ENFORCEMENT ORIENTATION, ALTHOUGH SOME HAVE EXPRESSED INTEREST IN SOCIAL SERVICE OR CORRECTIONS CAREERS. PRESERVICE STUDENTS COMPLETE AN EXTERNSHIP COURSE INVOLVING 80 HOURS OF INTRODUCTORY FIELD EXPERIENCE IN A CRIMINAL JUSTICE AGENCY. INSER-

VICE STUDENTS, PRIMARILY POLICE PERSONNEL, ARE OFFERED A STAFF STUDY EXTERNSHIP OPTION, WHICH INVOLVES PREPARATION OF A COMPREHENSIVE STAFF STUDY OF A POLICE AGENCY. THE STUDENTS USE A MILITARY WORKBOOK TO GUIDE THEIR STUDIES AND MEET WITH THE INSTRUCTOR TO DISCUSS THEIR PROGRESS AND SUCH TOPICS AS DECISIONMAKING PROCESSES, THE ROLE OF STAFF IN A CRIMINAL JUSTICE AGENCY, LINE-STAFF RELATIONSHIPS, AND THE CONCEPT OF COMPLETED STAFF WORK. STUDENTS WHO HAVE COMPLETED THE STUDIES REPORT A BETTER UNDERSTANDING OF LINE-STAFF RELATIONSHIPS AND OF THE NEED FOR EFFECTIVE WRITING AND CRITICAL ANALYSIS OF DATA, INCREASED CONFIDENCE IN RECOMMENDING CHANGES WITHIN THEIR AGENCIES, AND GREATER UNDERSTANDING OF THE RELATIONSHIP BETWEEN PLANNING AND AGENCY EFFECTIVENESS. SEVERAL OF THE STUDENT STAFF STUDIES HAVE BEEN USED BY THE AGENCIES IN WHICH THE STUDENTS WORKED. THE STUDIES COULD BE USED BY POLICE AGENCIES AS INHOUSE STAFF DEVELOPMENT TOOLS.

Availability: NCJRS MICROFICHE PROGRAM.

228. F. J. NUZUM. WEST VIRGINIA—COMPREHENSIVE TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL—FINAL NARRATIVE REPORT. WEST VIRGINIA UNIVERSITY. 115 p. 1969. **NCJ-00063**

GRANT PROGRAMS PROVIDE STATE CORRECTIONAL SYSTEMS COLLEGES AND UNIVERSITIES WITH MEANS TO UPGRADE CORRECTIONAL PERSONNEL TRAINING. CORRECTIONAL PERSONNEL TRAINING WAS DESIGNED AS A COOPERATIVE EFFORT BY UNIVERSITY STAFF, DIVISION OF CORRECTION TRAINING PERSONNEL, CORRECTIONS ADMINISTRATORS AND AGENCY PERSONNEL TO PRESENT TO INSTITUTIONAL STAFFS A SERIES OF COURSES, THE CONTENT OF WHICH WAS TO PROVIDE BASIC KNOWLEDGE IN CORRECTIONAL PROGRAM OPERATION. THESE PROGRAMS CONTAIN ELEMENTS OF BOTH CUSTODIAL AND TREATMENT ASPECTS. THE OBJECTIVES WERE; (1) TO PROVIDE EXPERIENCES WHEREBY INSTITUTIONAL TOP MANAGEMENT WILL BE PROVIDED OPPORTUNITIES FOR GROWTH IN INSTITUTIONAL ADMINISTRATION THROUGH PERSONNEL TRAINING PROGRAMS. (2) A REQUIREMENT ON THE PART OF INSTITUTIONAL ADMINISTRATORS TO EXPEND SOME ENERGY IN IDENTIFYING PROBLEMS AND ESTABLISHING SPECIFIC GOALS. (3) TO TRAIN A TRAINING TEAM WITHIN EACH INSTITUTION THAT WILL PROVIDE COMPETENT PERSONNEL WHO CAN CARRY THE MAJOR RESPONSIBILITY FOR A CONTINUOUS PROGRAM OF PERSONNEL IN-SERVICE TRAINING SPECIFICALLY GEARED TO MEET THE TRAINING NEEDS OF THEIR PARTICULAR INSTITUTION. (4) ULTIMATELY, TO WORK WITH CORRECTIONAL INSTITUTION PERSONNEL IN THE DEVELOPMENT OF DIFFERENT LEVELS OF TRAINING I.E. FOR TOP MANAGEMENT, MIDDLE MANAGEMENT, AND LINE PERSONNEL, AND TO ESTABLISH THESE PROGRAMS ON A CONTINUING BASIS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

229. PENNSYLVANIA STATE UNIVERSITY. CONFERENCE CONSENSUS—A LABORATORY MODEL FOR DEVELOPING TRAINING POLICY CONSENSUS BY AGENCIES INVOLVED WITH PUBLIC OFFENDERS. 200 p. **NCJ-01064**

PROGRAM DEVELOPED TO ATTEMPT TO STANDARDIZE STAFF TRAINING IN ALL CORRECTIONAL AGENCIES IN PENNSYLVANIA. LABORATORY MODEL WORKSHOPS USED IN DEVELOPING THE PLAN FOR STAFF TRAINING ARE DESCRIBED. THE PLAN ITSELF INCLUDES THE GENERATION OF CURRICULA MATERIALS CONCENTRATING ON HUMAN DEVELOPMENT DYNAMICS, INTERPERSONAL RELATIONSHIPS, AND COMMUNICATIONS SKILLS, CONDUCTING PILOT INSTITUTES FOR CORRECTIONAL PERSONNEL, EVALUATING AND MODIFYING TRAINING MATERIALS AT THE PILOT INSTITUTES, ENCOURAGING CONTINUING INTERACTION BETWEEN PENNSYLVANIA STATE UNIVERSITY'S CENTER FOR LAW ENFORCEMENT AND CORRECTIONS AND CORRECTIONAL AGENCIES, AND THE DEVELOPMENT OF TRAINING PACKAGES FOR EXPANDING THE STAFF TRAINING PROGRAM TO PENN STATE COMMONWEALTH CAMPUSES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

230. T. A. ROTTMAN, H. HOLSTEGE, and A. SCHREUDER. ROLE OF LOCAL COLLEGES IN TRAINING CORRECTIONAL OFFICERS. SOCIAL RESEARCH CENTER, CALVIN COLLEGE, GRAND RAPIDS MI 49506. 19 p. 1978. **NCJ-54864**

EXPERIENCES IN SETTING UP, CONDUCTING, AND EVALUATING AN INTENSIVE INSERVICE TRAINING COURSE FOR CORRECTIONAL OFFICERS IN A LARGE JAIL ARE DISCUSSED. THE TRAINING PROGRAM FOR JAIL CORRECTIONAL OFFICERS CONSIDERED AROSE IN REACTION TO SERIOUS PUBLIC CRITICISM OF THE JAIL FOR NOT MEETING GENERALLY ACCEPTED STANDARDS FOR A CORRECTIONAL FACILITY, PARTICULARLY IN THE AREA OF REHABILITATION PROGRAMS. FOLLOWING THE RESIGNATION OF THE SHERIFF IN OFFICE WHEN THE JAIL WAS EVALUATED, THE NEW SHERIFF UNDERTOOK THE DEVELOPMENT OF A TRAINING PROGRAM FOR JAIL CORRECTIONAL OFFICERS, IN CONSULTATION WITH TWO LOCAL COLLEGES. FROM THE OUTSET, ALL MAJOR JAIL ADMINISTRATORS WERE INVOLVED IN THE DETAILED PLANNING, AND ALL CORRECTIONAL OFFICERS WERE SURVEYED TO DETERMINE THEIR PERCEIVED EDUCATIONAL NEEDS. STATE DEPARTMENT OF CORRECTIONS PERSONNEL WERE ALSO INVOLVED AS CONSULTANTS IN THE PLANNING. THE TRAINING PROGRAM DEVISED WAS CONDUCTED ON A RELEASED TIME BASIS, WITH CLASSES CONDUCTED IN THE JAIL FACILITY. CONTINUITY IN PLANNING AND IMPLEMENTATION WAS THE RESPONSIBILITY OF PERSONNEL FROM THE TWO COLLEGES. EIGHT SESSIONS WERE HELD, COVERING THE FOLLOWING TOPICS: (1) THE ROLE OF THE JAIL GUARD, INCLUDING JOB PRESSURES AND CONFLICTING ROLE EXPECTATIONS; (2) GUARD-INMATE COMMUNICATION; (3) EMOTIONAL PRESSURES ASSOCIATED WITH BEING A JAIL GUARD; (4) LEGAL ASPECTS OF JAIL OPERATIONS; (5) IMPACT OF AUTHORITY ON GUARD-INMATE INTERACTION; (6) SPECIFIC PROBLEMS THE INMATES BRING TO THE JAIL; (7) SPECIFIC PROBLEMS THE GUARDS BRING TO THE JAIL; AND (8) RESOURCES FOR CORRECTIONAL OFFICERS. THE CONTENT OF EACH OF THESE SESSIONS IS DESCRIBED, AND STUDENT REACTIONS IN EACH SESSION ARE SUMMARIZED. THE INSTITUTIONAL CONTEXT FOR THE TRAINING, COURSE RELATED HAZARDS, POSITIVE OUTCOMES, AND SUGGESTIONS FOR REPLICATION ARE DISCUSSED IN THE SECTION ON EVALUATION.

Supplemental Notes: EVALUATION OF ONE FACET OF PROJECT INTERCEPT.

Sponsoring Agency: MICHIGAN DEPARTMENT OF EDUCATION, MICHIGAN NATIONAL TOWER, 124 WEST ALLEGAN STREET, LANSING MI 48902.

Availability: NCJRS MICROFICHE PROGRAM.

231. SOUTHERN ILLINOIS UNIVERSITY CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS, CARBONDALE IL 62901. STRATEGIES FOR MEETING CORRECTIONAL TRAINING AND MANPOWER NEEDS—FOUR DEVELOPMENTAL PROJECTS. 195 p. 1968. **NCJ-00186**

FOUR PROJECTS SHARING THE SAME BASIC GOAL OF DEVELOPING EFFECTIVE WAYS AND MEANS TO UPGRADE CORRECTIONAL STAFFS. GRANT 041 PROJECT TO IMPROVE THE QUALITY OF IN-SERVICE TRAINING THROUGH A UNIVERSITY-BASED SERIES OF INSTITUTES. DESIGNED TO TRAIN TRAINERS, THE INSTITUTES PRESENTED A WIDE VA-

RIETY OF EDUCATIONAL TECHNIQUES NOT USED IN CORRECTIONS. GRANT 124 RURAL CORRECTIONS STAFF AS AGENTS OF COMMUNITY CHANGE FOCUSED ON TRAINING NEEDS AND PROBLEMS FOUND IN THE RURAL COMMUNITY-BASED CORRECTIONAL SETTING. GRANT 172 DESCRIPTION OF A WASHINGTON, DC SEMINAR WHICH BROUGHT TOGETHER GOVERNMENT AND INDUSTRY TO DISCUSS THE MOST EFFECTIVE METHODS OF INSERVICE TRAINING FOR CORRECTIONAL STAFF. GRANT 062 MANPOWER FOR CORRECTIONAL REHABILITATION IN THE SOUTH REPORTS ON A MEETING TO EXAMINE THE SOUTH'S CORRECTIONAL MANPOWER NEEDS AND TO ASSESS PRESENT AND POTENTIAL TRAINING RESOURCES TO MEET THESE NEEDS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NTIS Accession No. PB 207 783; NCJRS MICROFICHE PROGRAM.

232. J. C. STERNBACH. PHILADELPHIA—PROBATION DEPARTMENT—IN-SERVICE AND GRADUATE TRAINING PROJECT—PROJECT EVALUATION SUMMARY. 16 p. 1975.
NCJ-30662

A PROJECT TO AID PROFESSIONAL STAFFERS IN ATTAINING GRADUATE EDUCATION, UPGRADE AND COORDINATE INSERVICE TRAINING, AND CREATE CAREER PATHS FOR PARAPROFESSIONALS IS FOUND EFFECTIVE IN MEETING TARGETED LEVEL OF ACTIVITY. THIS PROJECT IS INTENDED TO IMPROVE THE GENERAL DEPARTMENTAL LEVEL OF FORMAL EDUCATION AND JOB PREPAREDNESS; IN TERMS OF THE HIGHEST LEVELS THIS MEANS EXPANDING THE NUMBER OF STAFFERS HOLDING THE MASTER OF SOCIAL WORK DEGREE, WHICH IS BEING DONE THROUGH SUPPORT OF STAFFERS, WHILE THEY ARE FULL-TIME STUDENTS AT TEMPLE UNIVERSITY'S SCHOOL OF SOCIAL SERVICE ADMINISTRATION. RECOMMENDATIONS FOR PROJECT IMPROVEMENT CONCERN SUCH AREAS AS PROVIDING FEEDBACK TO THE TRAINING UNIT STAFF, CONDUCTING A THOROUGH ANALYSIS OF DEPARTMENTAL TRAINING NEEDS, DEVELOPING SPECIALIZED RESOURCES, AND CREATING A UNIFORM PERFORMANCE EVALUATION SYSTEM.

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

SUBJECT INDEX

A

ADULT EDUCATION 49
ADULT OFFENDERS 172
ALABAMA 84
ALLEGHENY COUNTY (PENNSYLVANIA) 205
ALLOCATIONS 5
AMERICAN BAR ASSOCIATION 112
AMERICAN CORRECTIONAL ASSOCIATION 39
ANNUAL REPORTS 37, 46
ARIZONA 197
ARMED FORCES 195
ARMED SERVICES POLICE 194
ATTITUDES 41, 124, 183, 195, 201, 202, 204, 207, 211
ATTITUDES TOWARD AUTHORITY 11, 207

B

BEHAVIOR MODIFICATION 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 79, 80, 81, 82, 83, 84, 202, 213
BEHAVIOR PATTERNS 198
BEHAVIORAL AND SOCIAL SCIENCES 59, 60, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 84, 90, 204
BEHAVIORAL SCIENCE RESEARCH 24, 84, 198, 214
BELGIUM 23, 33, 34
BIBLIOGRAPHIES 26, 52, 88, 91

C

CALIFORNIA 17, 29, 129, 141, 177, 196
CANADA 29, 45, 87
CAREER DEVELOPMENT 123, 134, 212, 222, 226
CASE STUDIES 31, 102
CASELOAD MANAGEMENT 136, 208
CERTIFICATE PROGRAMS 42, 49, 94, 211, 216, 222, 226
CHANGE MANAGEMENT 38, 184
COLORADO 29, 120
COMMONWEALTH OF AUSTRALIA 113
COMMONWEALTH OF PUERTO RICO 25
COMMUNICATIONS 155
COMMUNITY BASED CORRECTIONS (ADULT) 2, 28, 40, 41, 85, 103, 159, 174, 217, 231
COMMUNITY RELATIONS 132, 154, 208
COMMUNITY RESOURCES 1, 131
COMMUNITY SUPPORT 41
COMPARATIVE ANALYSIS 207
COMPUTER AIDED OPERATIONS 205
CONFLICT RESOLUTION 116, 168
CONFLICT THEORY 168, 176
CONNECTICUT 32, 55
CONSENT SEARCH 108, 109
CORRECTIONAL FACILITIES 15, 55, 176, 186, 193
CORRECTIONAL GUARDS 19, 20, 23, 38, 42, 45, 53, 59, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 87, 92, 107, 111, 116, 168, 173, 176, 230
CORRECTIONAL INDUSTRIES 83
CORRECTIONAL INFORMATION SYSTEMS 205
CORRECTIONAL ORGANIZATION 38
CORRECTIONAL PLANNING 15, 21, 25, 87, 217, 231
CORRECTIONAL REFORM 15, 20, 33, 42
CORRECTIONS EFFECTIVENESS 25
CORRECTIONS INTERNAL SECURITY 106, 108, 109, 110, 111
CORRECTIONS MANAGEMENT 4, 23, 25, 33, 34, 38, 87, 101, 116, 230
COUNSELING 16, 44, 116, 135, 180, 191, 192, 198, 208, 213
COUNSELORS 32, 60, 192
COURSE MATERIALS 3, 4, 7, 8, 9, 10, 11, 12, 16, 35, 53, 54, 94, 96, 99, 135, 136, 137, 138, 156, 175
COURT PERSONNEL 115, 185
COURT PERSONNEL EDUCATIONAL PROGRAMS 152
CRIMINAL INVESTIGATION 225
CRIMINAL JUSTICE EDUCATION 137, 224, 226
CRISIS INTERVENTION 144, 168, 176, 208
CRISIS MANAGEMENT 176
CRUEL AND UNUSUAL PUNISHMENT 162
CURRICULUM 37, 42, 53, 56, 86, 90, 93, 122, 135, 136, 137, 138, 144, 147, 156, 166, 175, 190, 211, 215, 218, 223, 224, 226, 229, 230
CUSTODIAL OFFICER TRAINING 2, 15, 16, 21, 23, 24, 29, 33, 34, 43, 44, 49, 50, 53, 55, 56, 57, 59, 61, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 86, 87, 116, 122, 126, 139, 165, 170, 187, 208, 210, 212
CUSTODY VS TREATMENT CONFLICT 15, 23, 38, 42

D

DATA ANALYSIS 63, 64, 65, 66, 67, 68, 69, 70
DATA COLLECTION 63, 64, 65, 66, 67, 68, 69, 70
DEGREE PROGRAMS 78, 133, 221, 222, 224, 226
DELAWARE 154, 209
DEMOGRAPHY 130
DENMARK 56
DIAGNOSTIC AND RECEPTION PROCESSING 58, 205
DIRECTORIES 91, 231
DISTRICT OF COLUMBIA 190
DRUG ABUSE CAUSES 174
DRUG DEPENDENCE 172, 174
DRUG INFORMATION 172
DRUG OFFENDERS 174
DRUG TREATMENT 174
DRUG TREATMENT PROGRAMS 174, 175

E

EDUCATIONAL BENEFITS 221
EDUCATIONAL LEVELS 124, 226
EFFECTIVE COMMUNICATIONS TRAINING 42, 57, 82, 95, 100, 155, 161, 200, 204, 206
EFFECTS OF IMPRISONMENT 55
EMOTIONAL DISORDERS 170
EMPLOYEE DISMISSAL 32
ENGLAND 29, 47, 114, 132, 151, 182
ERIE COUNTY (NEW YORK) 211
ESTIMATING METHODS 66, 67, 68, 69, 70
EVALUATION 25, 27, 28, 93, 121, 134, 141, 146, 166, 182, 193, 195, 198, 210, 212, 213, 214, 215, 224
EVALUATION DESIGN 22, 184, 185, 208
EVALUATION TECHNIQUES 184, 208, 220
EVALUATIVE RESEARCH 206
EX-OFFENDER EMPLOYMENT 82
EX-OFFENDERS 114
EXPERIMENTAL EDUCATION 84

F

FACILITIES 28, 140, 229
FEDERAL AID 41
FEDERAL BUREAU OF PRISONS 16, 43
FEDERAL CODE 173
FEDERAL CORRECTIONAL FACILITY 16
FEDERAL COURTS 173
FEDERAL JUDICIAL CENTER 152
FEDERAL LAW ENFORCEMENT AGENCIES 127
FEDERAL REPUBLIC OF GERMANY 42, 122, 126, 139, 202
FEEDBACK 182
FEMALES 200
FIELD INTERROGATION AND INTERVIEW 99, 160
FILMS 52, 102, 104, 106, 107, 108, 109, 110, 111, 170

FLORIDA 27
FUTURE TRENDS 45

G

GEORGIA 14, 58, 119, 200
GRANTS OR CONTRACTS 95, 157, 209

H

HALFWAY HOUSES 132
HIGHER EDUCATION 181, 220, 221, 224
HISTORIES 7

I

ILLINOIS 20, 90, 115, 146, 185, 193
INDIAN AFFAIRS 149
INDIANA 35, 36
INDIVIDUAL BEHAVIOR 170
INJURED ON DUTY 111
INMATE ATTITUDES 9, 11, 48, 104, 198
INMATE CLASSIFICATION 27
INMATE COMPENSATION 84
INMATE DISCIPLINE 11, 79, 104
INMATE GRIEVANCES 171, 177
INMATE LAWSUITS 173
INMATE PERSONAL SECURITY 108, 109, 179
INMATE PROGRAMS 10, 16, 30, 41, 45, 58, 82, 83, 84, 102, 105, 183, 196, 205, 208, 225
INMATE STAFF RELATIONS 9, 13, 18, 21, 24, 30, 38, 43, 44, 48, 89, 92, 100, 103, 104, 170, 202, 214
INMATE STATISTICS 205
INSTRUCTIONAL AIDS 5
INSTRUCTOR SELECTION 5
INTERAGENCY COOPERATION 154
INTERPERSONAL RELATIONS 9, 30, 44, 95, 143, 168, 195, 198, 200, 204
INTERVIEW AND INTERROGATION 99
IOWA 94

J

JAILS 4, 7, 8, 9, 10, 11, 12, 49, 101, 102, 167, 186, 187, 205, 208, 230
JAPAN 29, 145
JOB ANALYSIS 22, 36, 138, 222
JUVENILE GROUP HOUSES 60
JUVENILE SHELTER CARE 60
JUVENILES 132

K

KANSAS 121, 188
KENTUCKY 86, 131

L

LABOR RELATIONS 21
LACKAWANNA COUNTY (PENNSYLVANIA) 208
LAWS AND STATUTES 77
LEAA EXEMPLARY PROGRAMS 13
LEAA REQUIRED STATE PLANS 216
LEGAL LIABILITY 173
LEGAL TRAINING 177
LEGISLATION 125, 222
LESSON PLANS 35, 135, 136, 137, 138, 166, 175, 197
LOCAL GOVERNMENT 186
LSD (ACID) 172

M

MANAGEMENT 8, 10, 24, 31, 44, 47, 77, 99, 123, 124, 140, 151, 154, 158, 169, 171, 177, 182, 216, 226
MANAGEMENT AND ADMINISTRATIVE ED 8, 17, 50, 56, 86, 121, 163, 164, 165, 215, 220, 231
MARYLAND 29, 46, 156, 190, 225
MASSACHUSETTS 19, 29, 134
MEDICAL AND DENTAL SERVICES 58
MENTAL DEFECTIVES 1
MENTAL DISORDERS 167
MENTAL HEALTH 170
MENTAL HEALTH SERVICES 180
MENTALLY HANDICAPPED 12
MENTALLY ILL OFFENDERS 167
METHADONE 172, 174
METHADONE MAINTENANCE 174
MICHIGAN 49, 102, 230
MILITARY JUSTICE 50
MINIMUM BASIC TRAINING 56, 98, 134, 167, 232
MINORITY RECRUITMENT 19
MISSOURI 165
MODEL PROGRAMS 224
MORALE 9, 34, 155
MOTIVATION 18, 71, 72, 75, 84, 155
MUNICIPAL COURTS 150

N

NEEDS ASSESSMENT 129
NEVADA 96
NEW ENGLAND STATES 158
NEW HAMPSHIRE 186, 187
NEW JERSEY 154, 212
NEW MEXICO 150
NEW YORK 20, 29, 154
NEW YORK CITY 172
NORTH DAKOTA 149
NORTHERN IRELAND 117

O

OBJECTIVES 22, 161, 206, 209
OCCUPATIONAL MOBILITY 77
OFFENDER CLASSIFICATION 103
OFFENDERS 114
OFFENSE CLASSIFICATION 179
OHIO 29
OREGON 37, 54, 97

P

PARAPROFESSIONAL PERSONNEL 118, 221
PAROLE 112, 114, 118, 119, 131, 132, 140, 158, 181, 226
PAROLE BOARD 39
PAROLEES 112
PAY RATES 21
PENNSYLVANIA 29, 76, 135, 136, 137, 138, 160, 162, 175, 181, 229
PERFORMANCE REQUIREMENTS 22, 36
PERSONAL SECURITY 111
PERSONNEL ADMINISTRATION 77, 78, 85, 140, 155, 156, 222
PERSONNEL EVALUATION 22
PERSONNEL MINIMUM STANDARDS 98
PERSONNEL PROMOTION 222
PERSONNEL SELECTION 21, 77, 114, 218, 221
PERSONNEL SHORTAGES 14, 21, 140
PHILADELPHIA 203, 220, 232
PHYSICALLY HANDICAPPED 12
PLANNING 14, 157, 185
POLICE ACADEMY 4, 19
POLICE COURT RELATIONS 123
POLICE EDUCATION 113, 144, 178, 227
POLICE PERSONNEL 98
POLICE SERVICES COORDINATION 123
POLICE TRAINING 46, 86, 98, 99, 108, 109, 113, 188
POLICY 47, 112, 127, 222
POLICY ANALYSIS 24, 47
PRESENTENCE INVESTIGATIONS 137
PRISON DISORDERS 34, 110, 111
PRISONERS RIGHTS 47, 173, 177
PROBATION 114, 118, 119, 123, 125, 127, 131, 132, 134, 140, 142, 146, 147, 148, 150, 155, 158, 181, 219, 220, 228, 232
PROBATION OR PAROLE AGENCIES 117, 118, 127, 129, 134, 156, 232
PROBATION OR PAROLE DECISIONMAKING 153
PROBATION OR PAROLE OFFICERS 3, 87, 113, 117, 120, 122, 124, 125, 126, 127, 128, 129, 130, 131, 132, 134, 135, 136, 137, 138, 139, 148, 151, 155, 175, 181, 182, 220, 221, 232
PROBATION OR PAROLE SERVICES 117, 118, 132, 142, 145, 151
PROBATIONERS 132
PROBLEM BEHAVIOR 17, 30, 163, 214
PROCEDURE MANUALS 116, 128, 143
PROFESSIONAL INSERVICE EDUCATION 126, 139, 152, 227
PROFESSIONAL RECOGNITION 36
PROFESSIONALIZATION 169
PROGRAM EVALUATION 13, 43, 86, 89, 97, 114, 131, 181, 187, 192, 196, 197, 199, 202, 203, 205, 207, 208, 209, 210, 212, 213, 220, 230, 232
PROGRAM EVALUATION REVIEW TECHNIQUE 40
PROGRAM FINANCING 115, 217
PROGRAM IMPLEMENTATION 115
PSYCHIATRIC SERVICES 180
PSYCHOLOGICAL THEORIES 180
PSYCHOLOGY 178, 205
PUBLICATIONS LISTS 152
PUBLISHED PROCEEDINGS 93
PUNISHMENT 47, 73, 74, 207

Q

QUESTIONNAIRES 27, 76, 134, 151, 181, 199, 208, 222, 223

R

RACE RELATIONS 100
READING LISTS 113, 127
RECORDS MANAGEMENT 186
RECRUITMENT 19, 21, 34, 39
REFERRAL SERVICES 205

REGIONAL TRAINING CENTERS 42, 49, 190
REGIONALIZATION 156
REGULATIONS 98
REHABILITATION 23, 47, 102, 131
RELATIONS 151
RESEARCH AND DEVELOPMENT 82, 214, 217
RESEARCH METHODS 24, 33
RESEARCH PROGRAMS 132
RHODE ISLAND 133
RIOT CAUSES 74
RIOT PATTERNS 110
RIOT PREVENTION 110
ROLE CONFLICT 38
ROLE PERCEPTION 3, 6, 43, 120, 201

S

SAN DIEGO (CALIFORNIA) 123
SCOTLAND 117
SEATTLE 1
SELF DEFENSE 111
SELF-HELP THERAPY 116, 124
SELF INSTRUCTIONAL MATERIALS 7, 8, 9, 10, 11, 12, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 80, 84, 99
SIMULATION 55
SOCIAL ORGANIZATION 6
SOCIAL WORK 122, 126, 132, 139, 220
SOCIAL WORKERS 41
SOCIOCULTURE 163
SOCIOLOGY 6, 89
SOUTH CAROLINA 44, 103, 191
SOUTHEASTERN STATES 213
SPANISH 25
STAFF CLIENT RELATIONS 114
STAFF DEVELOPMENT TRAINING 1, 6, 15, 16, 22, 23, 29, 31, 32, 33, 34, 42, 53, 77, 80, 86, 87, 94, 115, 116, 131, 134, 135, 136, 137, 138, 139, 144, 146, 155, 157, 175, 177, 178, 181, 191, 194, 209, 212, 216, 217, 221, 227, 231, 232
STANDARDS OR GOALS 21, 56, 159
STATE GOVERNMENT 98
STATE LAWS 77, 173
STATE-OF-THE-ART REVIEWS 29
STATE PLANNING AGENCIES 222
STATE TRAINING AGENCIES 46
SUFFOLK COUNTY (NEW YORK) 147
SUICIDE 167, 179
SUMMARIES 87
SUPERVISION 2, 104, 114, 151, 155
SUPERVISORY TRAINING 10, 56, 86, 101, 104, 121, 151, 164, 181
SURVEYS 41, 130, 134, 140, 216, 222, 223

T

TABLES (DATA) 36, 40, 207
TECHNIQUES 60, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 73, 74, 213
TELEVISIONS 103
TENNESSEE 227
TESTIMONY 107
TESTING AND MEASUREMENT 79, 84, 191, 204, 206, 207
TEXAS 146, 198
TRAINING EQUIPMENT 105, 166
TRAINING MANUALS 2, 3, 16, 27, 31, 53, 54, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 80, 88, 92, 118, 127, 144, 150, 157, 161
TREATMENT 30, 47, 207, 213
TREATMENT OFFENDER MATCHING 205

U

UNITED KINGDOM 117
UNITED NATIONS 26
UNITED STATES OF AMERICA 113, 127
UNIVERSITY OF GEORGIA 31
UNIVERSITY OF MARYLAND 224

V

VIRGINIA 9[illegible], [illegible]0, 210
VOCATIONAL TRAINING 40, 82, 83, 84, 149, 167, 183, 214, 228
VOLUNTARY TREATMENT 174
VOLUNTEER PROGRAMS 41, 112, 114, 125, 142, 143, 145, 150, 205
VOLUNTEER TRAINING 39, 41, 76, 112, 114, 125, 142, 145, 150, 160, 162
VOLUNTEERS 112, 114, 125, 142, 143, 150

W

WALES 132
WASHINGTON 1, 221
WELFARE SERVICES 228
WEST VIRGINIA 51, 228
WISCONSIN 29, 199
WITNESSES 107
WORK ATTITUDES 6, 23, 130, 155, 201, 207
WORKSHOPS AND SEMINARS 1, 18, 40, 51, 76, 100, 121, 126, 135, 136, 137, 138, 139, 154, 157, 175, 190, 219, 229, 231

AUTHOR INDEX

A

ADAMS, W. T. 1
ALCABES, A. 78, 140
ALEXANDER, M. E. 215
ANDERSON, D. B. 168
ASHTON, D. 182

B

BAHN, C. 154
BARR, H. 114
BARTON, M. C. 183
BECKER, S. 184
BELL, C. R. 5
BENSINGER, G. J. 115, 185
BERTINOT, L. 148
BISHOP, C. H. , JR 31
BLUM, L. N. 6
BLUMER, A. H. 7, 8, 9, 10, 11, 12
BORYS, J. M. 217
BREWER, D. D. 14
BRODSKY, S. L. 169
BROWN, B. S. 15
BUSHER, W. H. 17

C

CAHILL, J. 186, 187
CAPE, W. H. 18, 188
CARR, B. C. 223
CLARK, G. 97
CLEMENTS, H. M. 44
CLEMENTS, R. D. 118
CLIFFORD, W. 189
COHEN, J. 20
COLLINS, N. W. 119
CROW, R. T. 120
CZACHOWSKI, F. J. 205

D

DAVIS, J. A. 121
DAY, S. R. 171
DECOTIIS, T. A. 22
DE FIRMIAN, P. 102
DEICHMAN, C. 122
DELL'APA, F. 218, 219
DE TROY, C. 23
DEVORE, L. L. 123
DIETRICH, S. G. 124
DRONBERGER, G. B. 43
DU MARS, R. C. 191
DUAX, J. T. 125
DUFFEE, D. 24

E

ESCHMENT, B. 126
EVANS, R. 210

F

FAMULLA, G. 126
FERRACUTI, F. 26

G

GALLIHER, J. F. 165
GALVIN, J. J. 28
GEORGE, G. O. 196
GIANNINI, M. C. 26
GIBBON, B. 182
GILL, H. B. 29
GOEHRING, S. S. 135, 136, 137, 138, 175
GOOCH, H. R. 130
GOODRICK, D. D. 30
GOROFF, N. 55
GOULD, I. B. 172
GRAVES, W. H. 43
GREIFER, J. L. 220
GROSSER, R. 126
GRZEGOREK, A. E. 192

H

HANFORD, S. 193
HARRIS, D. L. 194
HARRIS, P. R. 194, 195
HARTNESS, C. 31
HAVEL, J. J. 18
HAWES, G. 87
HICKEY, J. E. 32
HOLSTEGE, H. 230
HOSFORD, R. E. 196
HOUCHON, G. 33, 34
HUBBARD, D. F 171

J

JACKA, J. D. 197
JACOBS, R. C. 221
JACOBSON, G. D. 37
JANOKA, C. 198
JOHNSON, E. H. 38
JOHNSON, J. 222, 223
JOHNSON, K. W. 224
JOSEPHS, E. 99
JUNG, H. 42

K

KAGAN, N. 192
KARACKI, L. 28
KATRIN, S. E. 200
KATSAMPES, P. 201
KECK, B. 210
KERLE, K. 225
KILLOUGH, C. 148
KING, J. F. S. 132
KORIM, A. S. 226
KOWITZ, G. T. 43
KUEHNE, A. 202

L

LANIER, J. E. 100
LEAVITT, A. 155
LEEKE, W. D. 44, 103
LIEBMAN, D. A. 144
LONERGRAM, T. F. 104
LOVELL, C. H. 159
LYTLE, M. A. 227

M

MCCONVILLE, S. 47
MCKEE, J. M. 89
MCKEITHAN, E. 205
MCKENNA, J. J. , JR 203
MCMILLIN, J. D. 207
MAGLEBY, F. L. 105
MAHER, P. T. 104
MARCUS, A. M. 45
MARTENSEN, K. R. 161
MATHEWS, C. V. 157
MATTICK, H. W. 118
MEGATHLIN, W. L. 204
MENARD, J. 173
MENARD, J. M. 48
MEY, H. G. 42
MILAN, M. A. 89
MILLER, M. J. 205
MINK, O. G. 51

MITCHELL, S. M. 206
MOONE-JOCHUMS, S. 193
MORANO, R. A. 22
MORRIS, A. 158
MORRO, W. J. 133
MOSS, C. S. 196
MUELLER-DIETZ, H. 42

N

NELSON, E. K. 159
NEWMAN, C. L. 135, 136, 137, 138, 160, 175
NUZUM, F. J. 51, 228

O

OBSTFELD, G. 139
ODELLAS, P. 53
ODOM, R. M. 103
O'NEILL, M. E. 161
ORLAND, L. 55

P

PADDOCK, A. L. 207
PALUDAN-MULLER, B. 56
PARHAM, J. 57
PARKER, D. 58
PARKER, M. 100
PARLOW, J. 126
PENNINGTON, B. C. 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75
PERLMAN, H. S. 77
PIERCE, E. S. 135, 136, 137, 138, 175
PIVEN, H. 78, 140
POWERS, E. 158

R

RAMIREZ, M. V. 141
RASCHTA, F. 202
REED, T. 30
REGUSCI, R. M. 164
ROBINS, A. J. 165
ROBINSON, P. 209
ROTTHAUS, K. P. 42
ROTTMAN, T. A. 230

S

SCHECKENBACH, A. 198
SCHEIER, I. H. 143
SCHREUDER, A. 230
SCHWARTZ, J. A. 144
SCOTT, B. D. 86
SCOTT, D. 183
SCOTT, R. J. 210
SEGAL, B. 87
SEGNER, M. A. 205
SHIONO, Y. 145
SKIDMORE, J. 107, 108, 109, 110, 111
SKINNER, L. J. 88
SMITH, R. R. 89
STATSKY, W. P. 177
STEIN, J. M. 205
STERNBACH, J. C. 232
STRATTON, J. R. 94

T

TABOR, L. D. 1
TAYLOR, J. 148
TERRY, R. M. 94

U

URBAN, V. E. 196

V

VIEGAS, K. 97

W

WAGNER, J. L. 150
WELLER, C. D. 218, 219
WHITE, S. 153
WICKS, R. 99
WICKS, R. J. 178, 179
WILLIAMSON, D. A. 151
WILSON, K. 180
WITHERSPOON, A. D. 214
WITTMER, J. 100
WOOD, B. S. 224
WOOD, L. F. 89

TITLE INDEX

A

ALBUQUERQUE (NM)—ORIENTATION AND TRAINING MANUAL FOR THE VOLUNTEERS IN PROBATION 150
ALLEGHENY COUNTY (PA) JAIL—DIAGNOSTIC AND CLASSIFICATION PROJECT—EVALUATION REPORT 205
ANALYSIS OF STATE LAW ENFORCEMENT IMPROVEMENT PLANS RE ROLE OF TWO-YEAR COLLEGES IN CORRECTIONAL STAFF DEVELOPMENT 216
ANSWER TO A CHALLENGE, FINAL REPORT ON IN-SERVICE TRAINING FOR CORRECTIONAL PERSONNEL 86
APPLYING JOB ANALYSIS TO TRAINING (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978 SEE NCJ-57407) 22
ARIZONA—REPORT OF THE DETENTION OFFICERS TRAINING PROGRAM—A SERIES OF PILOT COURSES, APRIL 9, 1973 JUNE 8, 1973 197
AUDIO-VISUAL AIDS FOR INSERVICE TRAINING IN STATE AND FEDERAL PRISONS—FINAL REPORT 105

B

BASELINE AND PROGRESS CHECKS FOR THE BEHAVIOR MODIFICATION TRAINING PACKAGE FOR CORRECTIONAL OFFICERS 79
BASIC INTERPERSONAL COMMUNICATIONS, 2ND ED--ADVANCED INTERPERSONAL COMMUNICATIONS, 2ND ED—CORRECTIONAL COUNSELING—INSTRUCTORS MANUAL 16
BASIC MANUAL FOR CORRECTIONAL OFFICERS 4
BEHAVIOR IS WHATEVER SOMEBODY DOES 59
BEHAVIOR MODIFICATION TRAINING PACKAGE FOR CORRECTIONAL OFFICERS—BASELINE AND PROGRESS CHECKS 80
BEHAVIORAL OBSERVATION INDEX DESIGNED TO EVALUATE TRAINING OF CORRECTIONAL OFFICERS IN A PRISON SETTING 214
BILL OF RIGHTS FOR THE CORRECTIONAL OFFICER 169

C

CALIFORNIA—CORRECTIONAL TRAINING PROJECT, PHASE 2 TRAINING FOR TOMORROW—FINAL REPORT 17
CAPITAL PUNISHMENT—TRAINING MODULE 6909 162
CHANGING APPROACHES TO CORRECTIONS 43
CHANGING CORRECTION OFFICERS—A DEMONSTRATION STUDY 201
CHANGING WORLD OF THE CORRECTIONAL OFFICER (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407) 38
CLIENT WE SERVE 57
COLLEGE CURRICULUM IN CRIMINAL JUSTICE—EMPLOYMENT PROSPECTS FOR THE GRADUATES 221
COMMUNITY RESOURCE MANAGEMENT TRAINING FOR KENTUCKY PROBATION AND PAROLE OFFICERS—REPORT OF A PILOT-DEMONSTRATION PROJECT 131
COMPREHENSIVE TRAINING PROGRAM FOR MARYLAND'S CORRECTIONAL, PAROLE AND PROBATION PERSONNEL—FINAL NARRATIVE REPORT 156
CONFERENCE CONSENSUS—A LABORATORY MODEL FOR DEVELOPING TRAINING POLICY CONSENSUS BY AGENCIES INVOLVED WITH PUBLIC OFFENDERS 229
CONFLICT INTERVENTION (FROM TOOLS FOR TRAINERS—TRAINING TOOLS AND LESSON PLANS, 1978—SEE NCJ-57407) 168
CONNECTICUT CORRECTIONAL TRAINING ACADEMY—AN EXPERIMENT IN STAFF TRAINING 55
CONNECTICUT—DEPARTMENT OF CORRECTION—PROFESSIONAL STAFF TRAINING—A FINAL REPORT 32
CONTINUING EDUCATION—A PROCESS FOR CHANGE—ASSUMPTIONS CONDITIONS AND CONSEQUENCES FOR TEACHERS AND STUDENTS (In *German*) 122
CONTINUING EDUCATION NEEDS OF UNITED STATES PROBATION OFFICERS 130
CONTRACTING FOR BEHAVIOR 60
CORRECTION ACADEMY 20
CORRECTION OFFICER SUBCULTURE AND ORGANIZATIONAL CHANGE 24
CORRECTION OFFICERS TRAINING GUIDE 2
CORRECTIONAL COUNSELOR TRAINING—INSTRUCTOR'S MANUAL 116
CORRECTIONAL MANPOWER PLANNING, TRAINING AND DEVELOPMENT PROJECT—AN EXECUTIVE SUMMARY 87
CORRECTIONAL OFFICER AS A BEHAVIORAL TECHNICIAN 89
CORRECTIONAL OFFICER AS A COUNSELOR—A PROMISING DEVELOPMENT IN MANPOWER UTILIZATION 44
CORRECTIONAL OFFICER—COURTROOM DEMEANOR 107
CORRECTIONAL OFFICER—EMOTIONAL DISTURBANCES IN A CORRECTIONAL FACILITY 170
CORRECTIONAL OFFICER—INMATE BODY SEARCHES, PART 1 CLOTHED 108
CORRECTIONAL OFFICER—INMATE BODY SEARCHES, PART 2 UNCLOTHED 109
CORRECTIONAL OFFICER—OFFICER OBSERVATION 110
CORRECTIONAL OFFICER—OFFICER SAFETY 111
CORRECTIONAL OFFICER TRAINING IN BEHAVIOR MODIFICATION, AN INTERIM REPORT 81
CORRECTIONAL OFFICERS SEMINAR—EIGHTH ANNUAL—REPORT 18
CORRECTIONAL OFFICERS' WORKSHOP—PACT (PENNSYLVANIA ADULT CORRECTIONAL TRAINING) INSTITUTES 76
CORRECTIONAL STAFF DEVELOPMENT IN VIRGINIA—A TENTATIVE EVALUATION 210
CORRECTIONAL STAFF TRAINING INSTITUTES 157
CORRECTIONAL STUDIES TRAINING PROGRAM OF THE PHILADELPHIA PRISON SYSTEM—FINAL EXTERNAL EVALUATION REPORT 203
COUNSELOR TRAINING FOR CORRECTIONAL OFFICERS—AN EXPERIMENT IN LAY COUNSELOR TRAINING 191
CRIME FIGHTING THEN 'TIL NOW 61
CRIMINAL JUSTICE AGENT—WHAT COMMUNITY COLLEGES CAN DO 225
CRIMINAL JUSTICE GROUP TRAINING—A FACILITATOR'S HANDBOOK 161
CRISIS—A TRAINING FILM FOR PAROLE AGENTS ON DECISION MAKING 153
CRISIS INTERVENTION FOR CORRECTIONAL PERSONNEL (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407) 176
CRISIS INTERVENTION TRAINING PROGRAM 144
CRISIS OF QUALIFIED MANPOWER FOR CRIMINAL JUSTICE: AN ANALYTIC ASSESSMENT WITH GUIDELINES FOR NEW POLICY V 2—CORRECTIONAL INSTITUTIONS—PILOT STUDY OF CORRECTIONAL TRAINING AND MANPOWER 78
CRISIS OF QUALIFIED MANPOWER FOR CRIMINAL JUSTICE—AN ANALYTIC ASSESSMENT WITH GUIDELINES FOR NEW POLICY V 1—PROBATION/PAROLE 140
CRITERIA FOR SELECTING INSTRUCTIONAL STRATEGIES (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS,—SEE NCJ-57407) 5

CURRICULUM DEVELOPMENT FOR ADVANCED TRAINING IN CORRECTIONS 154

D

DELAWARE—DIVISION OF ADULT CORRECTIONS—STAFF DEVELOPMENT AND IN-SERVICE TRAINING—A PROJECT EVALUATION 209
DEVELOPING CORRECTIONAL ADMINISTRATORS 159
DEVELOPMENT AND USE OF EVALUATION DESIGNS IN CRIMINAL JUSTICE TRAINING PROGRAMS—THE COOK COUNTY (IL) MODEL 185
DEVELOPMENTAL LABORATORY FOR CORRECTIONAL TRAINING FINAL REPORT 90
DEVELOPMENTS AND EXPERIENCES IN THE DRAFT AND EXECUTION OF WORKSHOPS FOR NEWLY HIRED PROBATION OFFICERS IN THE GERMAN PROBATION SERVICE (In *German*) 139
DISTRICT OF COLUMBIA—DEPARTMENT OF CORRECTIONS REGIONAL TRAINING ACADEMY 190
DRUG ADDICTS AND YOU—A HANDBOOK FOR CORRECTIONAL PERSONNEL 174
DYNAMICS OF HUMAN BEHAVIOR—TRAINING MODULE 6910 163

E

EDUCATION FOR CORRECTIONAL PERSONNEL (MILITARY TRAINING PROGRAMS) 50
EDUCATIONAL MEDIA CATALOG—A CATALOG OF AUDIO CASSETTES, FILMS AND VIDEO CASSETTES 152
EFFECTS OF BEHAVIORAL COUNSELING TRAINING ON CORRECTIONAL STAFF 196
EFFECTS OF FACILITATION TRAINING PROVIDED CORRECTIONAL OFFICERS STATIONED AT THE ATLANTA FEDERAL PENITENTIARY 204
EFFECTS ON WOMEN INMATES OF FACILITATION ON TRAINING PROVIDED CORRECTIONAL OFFICERS 200
EMPATHY TRAINING WITH INMATES AND STAFF UTILIZING THE CARKHUFF MODEL 198
ERIE COUNTY STAFF TRAINING AND INMATE REHABILITATION PROJECT, FINAL REPORT FOR THE PLANNING-DEVELOPMENT AND FIRST YEAR OPERATIONS PHASE 211
EVALUATING A TRAINING PROGRAMME IN THE PROBATION SERVICE 182
EVALUATION, COUNSELING, AND RECRUITMENT OF PERSONNEL CORRECTION ADMINISTRATION—PUERTO RICO (In *Spanish*) 25
EVALUATION MODEL FOR TRAINING PROGRAMS (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407) 183
EVERYTHING YOU WANT TO KNOW ABOUT VOLUNTEERS IN PROBATION—A GUIDE FOR STAFF 142
EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS, INTERIM REPORT ON PHASE 1—MARCH 1, 1970 TO MAY 15, 1971 82
EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS, PHASE 2 83
EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS, PHASE 3 PROGRESS REPORT 84
EXPLORATORY STUDY OF SPECIFIC FACTORS IN A PRISON ENVIRONMENT THAT AFFECT A MANPOWER TRAINING PROJECT 183

F

FLORIDA DEPARTMENT OF CORRECTIONS—USER'S MANUAL FOR INMATE CUSTODY CLASSIFICATION 27

G

GETTING IT ALL TOGETHER 62
GRADUATE TRAINING PROGRAM OF THE ADULT PROBATION DEPARTMENT OF THE COURT OF COMMON PLEAS OF PHILADELPHIA AND THE TEMPLE UNIVERSITY GRADUATE SCHOOL OF SOCIAL ADMIN PROBATION DEPARTMENT—FINAL EVALUATION REPORT PH-153-73A 220
GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 1 63
GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 2 64
GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 3 65
GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 4 66
GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 5 67
GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 6 68
GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 7 69
GRAPHING—HOW TO KNOW AND SHOW YOUR RESULTS—PART 8 REVIEW 70

H

HIGH ART OF STAFF LEADERSHIP 155
HILLSBOROUGH COUNTY (NH) FOR THE NEW HAMPSHIRE ASSOCIATION OF COUNTIES, INC—COORDINATOR FOR COUNTY CORRECTIONAL PROGRAMS—AN EVALUATION 186
HOW TO GET PEOPLE TO DO WHAT YOU WANT THEM TO DO—PART 1 71
HOW TO GET PEOPLE TO DO WHAT YOU WANT THEM TO DO—PART 2 72
HOW TO STOP PEOPLE FROM DOING THINGS YOU DON'T WANT THEM TO DO—PART 1 73
HOW TO STOP PEOPLE FROM DOING THINGS YOU DON'T WANT THEM TO DO—PART 2 74
HOW TO WRITE 'TRAINING SOLUTION STATEMENTS' (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407) 184

I

IMPLEMENTING AN ADMINISTRATIVE REMEDIES PROGRAM—THE ROLE AND RESPONSIBILITIES OF STAFF TRAINING 171
IMPROVING CORRECTIONS PERSONNEL THROUGH COMMUNITY COLLEGES—FINAL REPORT 226
IN-SERVICE TRAINING FOR GEORGIA PROBATION, PAROLE AND CORRECTIONS, A PROGRESS REPORT 119
IN-SERVICE TRAINING PROGRAM FOR CORRECTIONAL AND PAROLE PERSONNEL—FINAL REPORT 188
IN-SERVICE TRAINING PROGRAM FOR CORRECTIONAL AND PAROLE PERSONNEL—FINAL REPORT, UNIVERSITY OF KANSAS 121
INCREASING ORGANIZATIONAL EFFECTIVENESS OF MILITARY HUMAN RESOURCES—ACTION RESEARCH IN CORRECTIONAL TRAINING 194
INDIANA—DEPARTMENT OF CORRECTION—CURRICULUM DESIGN PHASE 2—PERSONNEL ASSESSMENT AND TRAINING SYSTEM FINAL REPORT 35
INDIANA—DEPARTMENT OF CORRECTION—JOB ASSESSMENT PHASE 1—PERSONNEL ASSESSMENT AND TRAINING SYSTEM FINAL REPORT 36
INMATE REHABILITATION 102
INTERNATIONAL TRAINING PROGRAMME IN A UNIVERSITY SETTING FOR PERSONNEL ENGAGED IN THE TREATMENT OF OFFENDERS 215
INTERPERSONAL COMMUNICATION SKILLS TRAINING—FINAL REPORT 95
INTERSTATE APPROACH TO CORRECTIONS MANPOWER AND TRAINING—A FINAL REPORT 218
INTERSTATE APPROACH TO CORRECTIONS MANPOWER AND TRAINING—A SUPPLEMENTAL REPORT 219
INTERVIEWING AS AN EFFECTIVE TOOL IN THE CORRECTIONAL PROCESS—TRAINING MODULE 6912 160
INTRODUCTION TO THE FEDERAL PROBATION SYSTEM 127
IOWA—STATEWIDE IN-SERVICE TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL, FINAL REPORT 94

J

JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 1 CORRECTIONAL HISTORY AND PHILOSOPHY 7
JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 2—JAIL OPERATIONS 8
JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 3—JAIL CLIMATE 9
JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 4—SUPERVISION 10
JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 5—DISCIPLINE 11
JAIL OPERATIONS—A TRAINING COURSE FOR JAIL OFFICERS PROGRAMMED INSTRUCTION, BOOK 6—SPECIAL PRISONERS 12
JAPAN—USE OF VOLUNTEERS IN THE NON-INSTITUTIONAL TREATMENT OF OFFENDERS 145

L

LACKAWANNA COUNTY (PA) PRISON—DIAGNOSTIC AND BEHAVIOR CLINIC—FINAL EVALUATION REPORT 208

LEARNING TO BE A PROBATION OFFICER—REPORT OF A STUDY GROUP ON PRACTICE PLACEMENTS IN THE PROBATION AND AFTER CARE SERVICE 117
LEGISLATING FOR CORRECTIONAL LINE OFFICER EDUCATION AND TRAINING 77

M

MANPOWER AND TRAINING IN CORRECTIONAL INSTITUTIONS 28
MANPOWER AND TRAINING IN THE FIELD OF SOCIAL DEFENCE—A COMMENTARY AND BIBLIOGRAPHY 26
MANUALS FOR CRIMINAL JUSTICE TRAINING—ANNOTATED BIBLIOGRAPHY NUMBER 1 88
MARYLAND—POLICE AND CORRECTIONAL TRAINING COMMISSIONS—REPORT TO THE GOVERNOR, THE SECRETARY OF PUBLIC SAFETY AND CORRECTIONAL SERVICES, AND MEMBERS OF THE GENERAL ASSEMBLY, 1976-1977 46
MASSACHUSETTS—COMMISSIONER OF PROBATION—TRAINING NEEDS ASSESSMENT 134
MASSACHUSETTS—POLICY ANALYSIS REPORT ON TRAINING ACADEMY PRESERVICE ACTIVITIES FOR CORRECTION OFFICER RECRUITS OF THE DEPARTMENT OF CORRECTION—FINAL REPORT 19
MICHIGAN—JAILER SPECIALIST TRAINING PROGRAM—FINAL REPORT 49
MIDDLE MANAGEMENT TRAINING—FINAL NARRATIVE REPORT 165
MODEL IN-SERVICE TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL—A PLAN FOR ACTION FIRST YEAR FINAL REPORT 14
MODERN METHODS OF TREATMENT OF OFFENDERS 56

N

NATIONAL CONFERENCE ON CORRECTIONAL TRAINING, COLLEGE PARK, MD., 1968—PROCEEDINGS 217
NATIONAL COUNCIL ON CRIME AND DELINQUENCY CORRECTIONAL TRAINING RESOURCE CENTER—FINAL REPORT, JULY 1, 1967—JUNE 15, 1969 52
NATIONAL VOLUNTEER PAROLE AIDE PROGRAM—GUIDELINES FOR STATE PROJECTS 112
NEVADA—STATEWIDE IN-SERVICE TRAINING OF CORRECTIONAL PERSONNEL, FINAL REPORT 96
NEW DIRECTIONS IN CRIMINAL JUSTICE EDUCATION—TRAINING CHANGE AGENTS FOR ENTRY-LEVEL POSITIONS 224
NEW ENGLAND CORRECTIONAL MANPOWER AND TRAINING PROJECT—REPORT 158
NEW HAMPSHIRE ASSOCIATION OF COUNTIES—PRE-SERVICE, IN-SERVICE, MANAGEMENT AND REHABILITATIVE TRAINING FOR COUNTY HOUSES OF CORRECTION/JAIL PERSONNEL—AN EVALUATION 187
NEW JERSEY—EVALUATION OF CORRECTIONS OFFICER'S TRAINING AND CAREER DEVELOPMENT 212
NEW YORK—DEPARTMENT OF CORRECTIONS—TRAINING ACADEMY BROCHURE—RECRUIT OFFICER TRAINING PROGRAM, V 1, N 1 53

O

OREGON CORRECTIONS DIVISION—ORIENTATION MANUAL 54
OREGON CORRECTIONS DIVISION—ORIENTATION—ON-THE-JOB TRAINING—EVALUATION PROJECT 97
OREGON—CORRECTIONS DIVISION—TRAINING 1971-1973 A SUMMARY OF MAJOR DEVELOPMENTS 37
ORIENTING STAFF TO VOLUNTEERS—A GUIDEBOOK 143
OVERVIEW OF PROBATION MANPOWER AND TRAINING NEEDS IN TEXAS, 1973 146

P

PARA-PROFESSIONALS IN PROBATION AND PAROLE—A MANUAL FOR THEIR SELECTION, TRAINING, INDUCTION AND SUPERVISION IN DAY-TO-DAY TASKS 118
PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—APPROACHES TO CORRECTIONAL COUNSELING 135
PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—CASE LOAD MANAGEMENT 136
PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—DRUGS AND TREATMENT PROGRAMS 175
PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—PRESENTENCE INVESTIGATION 137
PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (PACT)—ROLES OF THE PROBATION AND PAROLE OFFICER 138
PENNSYLVANIA—BOARD OF PROBATION AND PAROLE COMPREHENSIVE STAFF DEVELOPMENT PROGRAM—FINAL EVALUATION SUMMARY 181
PERCEPTIONS OF STAFF SUPERVISION IN THE PROBATION SERVICE 151
PERCEPTIONS OF TRAINING NEEDS OF ADULT PROBATION AND PAROLE OFFICERS IN COLORADO 120
PERSPECTIVES ON CORRECTIONAL MANPOWER AND TRAINING 39
PHILADELPHIA—PROBATION DEPARTMENT—IN-SERVICE AND GRADUATE TRAINING PROJECT—PROJECT EVALUATION SUMMARY 232
PLACE OF PERSONNEL TRAINING IN A PENITENTIARY STRATEGY CONCLUSION (FROM NOTES ON CRIMINOLOGY AND SOCIAL PATHOLOGY, 1977, N 14) (In *French*) 33
POLICE/PROBATION RECIPROCAL TRAINING 123
POTENTIAL LIABILITY OF STATE CORRECTIONAL OFFICERS UNDER THE CIVIL RIGHTS ACT (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407) 173
PREPARING CORRECTIONAL OFFICERS AND INMATES FOR THEIR INTERACTION 48
PRESENTING PSYCHOLOGICAL CONCEPTS TO POLICE AND CORRECTIONS OFFICERS 178
PRESERVICE TRAINING IN PSYCHOLOGICAL PRINCIPLES (FROM TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS, 1978—SEE NCJ-57407) 180
PRISON SOCIETY AND THE FUTURE (FROM PRISON, SOCIETY AND THE FUTURE-A WORKSHOP—PROCEEDINGS, PART 3, 1977, BY A M MARCUS—SEE NCJ-62517) 45
PROBATION AND AFTERCARE SERVICES, 3D ED. 132
PROBATION OFFICER AS THERAPIST—EXAMINATION OF THREE MAJOR PROBLEM AREAS 124
PROBATION OFFICER TRAINING CHECKLIST—A GUIDE FOR TRAINING NEWLY APPOINTED FEDERAL PROBATION OFFICERS 128
PROBATION TRAINING NEEDS ASSESSMENT—FIELD/COURT AND INSTITUTIONAL SERVICES 129
PROBATION WORKSHOP SERIES, A FINAL REPORT 146
PROBLEM OF PRISON GUARDS AND PENOLOGY (FROM NOTES ON CRIMINOLOGY AND SOCIAL PATHOLOGY, 1977), N 14 (In *French*) 34
PROCESS STUDY OF SYSTEMATIC INTERPERSONAL COMMUNICATION SKILLS TRAINING 206
PROFESSIONAL DEVELOPMENT INSTITUTES FOR MILITARY CORRECTIONAL PERSONNEL—AN ACTION RESEARCH REPORT NO. 2 ON PLANNED CHANGE IN THE MILITARY JUSTICE SYSTEM 195
PROJECT STAR (SYSTEM AND TRAINING ANALYSIS OF REQUIREMENTS)—ROLE TRAINING PROGRAM CASEWORKER, CORRECTIONAL WORKER 3
PROJECT VIEW AND DO FINAL NARRATIVE REPORT 103

R

RACE RELATIONS TRAINING WITH CORRECTIONAL OFFICERS 100
RECEIVING SCREENING (FROM NATIONAL CONFERENCE ON MEDICAL CARE AND HEALTH SERVICES IN CORRECTIONAL INSTITUTIONS SECOND, PROCEEDINGS, 1978—SEE NCJ-58532) 58
RECOGNITION OF JAIL INMATES WITH MENTAL ILLNESS, THEIR SPECIAL PROBLEMS AND NEEDS FOR CARE 167
RHODE ISLAND'S COMPREHENSIVE PLAN FOR CORRECTIONAL PERSONNEL—STATE-WIDE IN SERVICE TRAINING PROGRAMS STAGE 1—PLANNING AND DEVELOPMENT—PROJECT SUMMARY 133
ROLE OF LOCAL COLLEGES IN TRAINING CORRECTIONAL OFFICERS 230
RURAL CORRECTIONAL STAFF AS AGENTS OF COMMUNITY CHANGE 85

S

SAN DIEGO COUNTY (CA)—PROBATION DEPARTMENT CORRECTIONAL TRAINING ACADEMY—SECOND YEAR REPORT, MARCH 1, 1977-FEBRUARY 28, 1978 141
SCOPE (SKILLS FOR CORRECTIONAL OFFICER PROFESSIONAL EFFECTIVENESS)—EXEMPLARY PROJECT APPLICATION 13
SECURITY IN A CORRECTIONAL FACILITY 106

SELECTION AND TRAINING OF STAFF FOR CORRECTIONAL AND INSTITUTIONAL TREATMENT AND AFTER-CARE IN LATIN AMERICA 164
SOCIAL SKILLS TRAINING IN CORRECTIONAL TREATMENT—AN EDUCATIONAL PERSPECTIVE 30
SOURCES OF INFLUENCE IN THE SOCIALIZATION OF CORRECTIONS WORKERS 6
SOUTHEASTERN CORRECTIONAL MANAGEMENT TRAINING COUNCIL—CASE STUDIES FOR CORRECTIONAL STAFF DEVELOPMENT AND TRAINING 31
STAFF DEVELOPMENT AND TRAINING FOR PERSONNEL CONCERNED WITH NARCOTIC ADDICTS—FINAL NARRATIVE REPORT 172
STAFF DEVELOPMENT TECHNIQUE 227
STAFF OF THE TREATMENT-ORIENTED CORRECTIONAL SYSTEM FUNCTION, SELECTION, TRAINING, AND CONTINUING EDUCATION REPORT OF THE STANDING COMMITTEE ON CRIMINAL LAW AND CORRECTIONS OF THE FEDERAL UNION FOR PRISONER ASSISTANCE (In *German*) 42
STATUS, SELECTION AND TRAINING OF BASIC GRADE CUSTODIAL PRISON STAFF 21
STATUTORY REVIEW OF THE USE OF VOLUNTEERS IN THE COURT 125
STRATEGIES FOR MEETING CORRECTIONAL TRAINING AND MANPOWER NEEDS—FOUR DEVELOPMENTAL PROJECTS 231
STUDY OF THE MEANING OF SELF-AWARENESS IN CORRECTIONAL COUNSELOR TRAINING 102
SUFFOLK COUNTY (NY)—DEPARTMENT OF PROBATION—DIVISION OF TRAINING AND STAFF DEVELOPMENT—A COMPENDIUM OF PROGRAMS AND SERVICES 147
SUICIDE PREVENTION—A BRIEF FOR CORRECTIONS OFFICERS 179
SUPERVISION OF INMATES (FROM THE CORRECTIONAL OFFICERS TRAINING SERIES) 104
SURVEY OF LEGISLATION, REGULATIONS AND POLICIES SUPPORTIVE OF CORRECTIONAL OFFICER EDUCATION 222
SURVEY OF LINE OFFICER EDUCATIONAL NEEDS—A SELECTIVE INQUIRY AMONG COLLEGE AND CORRECTIONAL PERSONNEL 223

T

TARGETS FOR IN-SERVICE TRAINING 40
TEACHING CORRECTIONS LAW TO CORRECTIONS PERSONNEL 177
TECHNIQUES IN INTERVIEWING FOR LAW ENFORCEMENT AND CORRECTIONS PERSONNEL 99
TECHNIQUES OF JAIL SUPERVISION AND MANAGEMENT SUPERVISION OF PRISONERS 101
THOUGHTS ON CONTINUING EDUCATION (In *German*) 126
TIME TO ACT—FINAL REPORT OF THE JOINT COMMISSION ON CORRECTIONAL MANPOWER AND TRAINING 41
TOOLS FOR TRAINERS—RESOURCES 91
TOOLS FOR TRAINERS—TRAINING TOPICS AND LESSON PLANS 92
TRAINING AND SELF-TRAINING OF FUTURE CORRECTIONAL PERSONNEL IN PSYCHOLOGICALLY POSITIVE BEHAVIOR TOWARDS INMATES (In *German*) 202
TRAINING DEVELOPMENTS IN THE CRIMINAL JUSTICE SYSTEM—A READING LIST 113
TRAINING FOR CORRECTIONS—RATIONALE AND TECHNIQUES 166
TRAINING FOR CRIME CONTROL IN THE CONTEXT OF NATIONAL DEVELOPMENT 169
TRAINING FOR CRIMINAL JUSTICE PERSONNEL—A CASE STUDY 115
TRAINING IN CORRECTIONAL TREATMENT TECHNIQUES—FINAL REPORT 213
TRAINING OF PRISON GUARDS IN THE PENITENTIARY MILIEU (FROM NOTES ON CRIMINOLOGY AND SOCIAL PATHOLOGY, 1977, N 14) (In *French*) 23
TRAINING PRISON OFFICERS (FROM BEHAVIORAL SCIENCE AND MODERN PENOLOGY, 1973, BY WILLIAM H LYLE AND THETUS W HORNER—SEE NCJ-10461) 29
TRAINING PROGRAM AS A CORRECTIONAL CHANGE AGENT 15
TRAINING THE CORRECTIONAL OFFICER—THE PROCEEDINGS OF TWO WORKSHOPS 93

U

UNITED TRIBES OF NORTH DAKOTA DEVELOPMENT CORPORATION—NEW CAREERS PROGRAM—PROGRESS REPORT, APRIL 1, 1973—APRIL 30, 1973 149
USE OF IMPRISONMENT—ESSAYS IN THE CHANGING STATE OF ENGLISH PENAL POLICY 47

V

VIENNA STAFF TRAINING PROJECT—FINAL REPORT, JUNE 30, 1972 207
VIRGINIA—RULES RELATING TO COMPULSORY MINIMUM TRAINING STANDARDS FOR CORRECTIONAL OFFICERS OF STATE DEPARTMENT OF CORRECTIONS, DIVISION OF INSTITUTIONAL SERVICES 98
VOLUNTEERS IN PRISON AFTER-CARE 114

W

WASHINGTON—COMMUNITY RESOURCES TRAINING CENTER FOR CORRECTIONS—FINAL REPORT, SEPTEMBER 1, 1970 DECEMBER 31, 1972 1
WEST VIRGINIA—COMPREHENSIVE TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL—FINAL NARRATIVE REPORT 228
WEST VIRGINIA—COMPREHENSIVE TRAINING PROGRAM FOR CORRECTIONAL PERSONNEL—FINAL NARRATIVE REPORT (FROM JANUARY 1 THROUGH AUGUST 31, 1968 51
WHY PEOPLE DO WHAT THEY DO 75
WISCONSIN—DIVISION OF CORRECTIONS—EVALUATION OF STAFF TRAINING PROGRAMS 199

*U.S. GOVERNMENT PRINTING OFFICE : 1980 0-311-379/1430

Copy cover for SS

U.S. Department of Justice
National Institute of Justice

Official Business
Penalty for Private Use $300

Postage and Fees Paid
U.S. Department of Justice
Jus 436
THIRD CLASS

U.S. MAIL

Washington, D.C. 20531

best copy available